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ABSTRACT

This is a revised and expanded descriptive guide and directory to bilingual-bicultural educational programs funded during FY 1973-74 through Title VII of the Elementary and Secondary Education Act of 1965, as amended. There are 211 projects, in 32 states and territories, in which 26 languages are taught. The programs operate in the various languages at all grade levels, from preschool through senior high. Each program is described here in the form of an abstract. The abstracts are arranged alphabetically by state, then by city or town, and then by project title or district number. The following information is included in each abstract: (1) the name of the project; (2) the local education (or grantee) agency; (3) the project director's name, telephone number, and contact address; (4) statistical data; (5) statements about staff development, management activities, instructional materials used, instructional content areas, classroom organization, parental and community involvement activities; and (6) a description of the evaluation component of the project. The project descriptions for each state are preceded by a summary statement of the scope of Title VII programs in that state. The appendixes contain four tables that provide a statistical overview of all the bilingual-bicultural educational programs funded by Title VII during FY 1973-74. (Author/PMP)

ED 100181

# GUIDE TO TITLE VII ESEA BILINGUAL BICULTURAL PROJECTS

## 1973-1974

## Dissemination Center for Bilingual Bicultural Education

April 1974

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## *FOREWORD*

Acknowledging that many children in the United States have a first language other than English and recognizing the value of exposing all children to a second language and culture, Title VII of the Elementary and Secondary Education Act of 1965, as amended, was passed by the Congress. This statute provides for the design and implementation of bilingual education programs throughout the country and its trust territories. During the program year 1973-74 a total number of 211 projects funded by the United States Office of Education under Title VII ESEA, provided programs of bilingual bicultural instruction to 128,767 school children in twenty-eight states, the commonwealth of Puerto Rico, the Virgin Islands, Guam and the Mariana Islands.

The Dissemination Center for Bilingual Bicultural Education is a Title VII ESEA project designated as a clearinghouse for bilingual and culturally relevant instructional materials and professional information services. Thus, the Center encourages interproject communication and the sharing of the best tools prepared in the field.

This updated version of the *Guide to Title VII Projects in the United States* has been prepared by Dissemination Center staff in cooperation with the U. S. Office of Education, state departments of education and directors of locally operated projects. Its purpose is to serve as a comprehensive directory of project sites and a practical compilation of individual project information.

More importantly, it is hoped that this publication continues to enhance interproject communication, encourage local educational agencies in the sharing of ideas and project information and assist them in the implementation of quality programs of bilingual bicultural education.

Juan D. Solís
Director

## *INTRODUCTION*

This is a revised and expanded descriptive guide and directory to bilingual bicultural educational programs funded during Fiscal Year 1973-1974 through Title VII of the Elementary and Secondary Education Act of 1965, as amended. There are 211 projects in 32 states and territories. Twenty-six non-English languages are taught; these represent some 33 non-Anglo American cultural groups. They all receive some level of instruction in English and in the dominant language.

The programs operate in the various languages in all grade levels, from Preschool (Early Childhood) and Kindergarten through senior high school. Projects which feature teacher training programs operate at junior college through graduate degree levels (paraprofessional through graduate school training) in conjunction with local institutions of higher learning. Formal or informal adult instruction for the parents of participating students is available in at least seventeen projects.

Each program is described in the form of an abstract. These are arranged alphabetically by state, then by city or town, and by project title or district number. Informational items in each abstract include: (1) the name of the project; (2) the local education (or grantee) agency (LEA); (3) the project director's name, telephone number and contact address; (4) statistical data; (5) narrative statements regarding staff development, management activities, instructional materials used (purchased or developed), instructional content areas, classroom organization, parental and community involvement activities; and (6) a description of the evaluation component of the project. Project directors can be located through the Personnel Index (p. 249).

The project descriptions for each state are preceded by a summary statement of the scope of Title VII programs in the state. The name, telephone number, and contact address of the person responsible for state-level monitoring of projects funded by ESEA Title VII in each state is provided. These state-level coordinators can also be located through the Personnel Index at the back of this book.

The information was gathered from questionnaires sent to all project sites during June, 1973. In the some fifty cases where responses were not available, the information was obtained from grant proposals filed in the Office of Education during the Spring (1973) preceding the questionnaire. Where neither of these sources were available by press time, information from the previous publication, *Guide to Title VII ESEA Bilingual Bicultural Projects in the United States, 1972-1973* was used. In such cases, a notation is made to indicate the date of the statistics and descriptions used. For exact

and current information concerning any particular project, it is suggested that inquiries be made by mail or telephone to the specific project site.

The four statistical tables (see Appendix) provide an overview of all programs funded during this fiscal year completely or partly by Title VII of ESEA. Figures include: (1) the numbers of projects, schools and students in each state; (2) the numbers of projects, schools and students in each non-English language taught; (3) the numbers of projects, schools and students in each grade level of each language taught; and (4) the location and language of projects which include in their programs instruction for adults.

An updated listing of information on projects to be funded during Fiscal Year 1974-1975 is planned for the Fall of 1974.

*ACKNOWLEDGMENTS*

Thanks are extended to the many project directors who took the time or assigned staff to complete and return the questionnaires on which this guide is based. Additional research and compilation of the abstracts was carried out by James R. Jackson, consultant Research Assistant, under the direction of Joanna F. Chambers, Research Librarian. The tedious work of typing the book was accomplished in the Word Processing Center of the Education Service Center, Region XIII.

*GUIDE TO TITLE VII ESEA BILINGUAL BICULTURAL PROJECTS*
*1973-1974*

The 211 Title VII ESEA bilingual education projects described herein include four special service programs whose primary functions center around materials needs of the 207 classroom projects. The Materials Acquisition Project in San Diego, California provides support to other programs by making available materials published in Spanish- and Portuguese-speaking countries. The Multilingual Assessment Program in Stockton, California provides assessment instrument development, guidelines for pupil placement, and teacher training. The New York Component works toward the development of measurement instruments relative to Puerto Ricans in New York State. The Dissemination Center for Bilingual Bicultural Education in Austin, Texas acquires, edits, and publishes materials relevant to bilingual bicultural education, develops informational materials, and provides related informational services. The Spanish Curricula Development Center in Miami Beach, Florida creates Spanish language curricula for grades 1-3 and field tests materials in cooperation with the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE).

CANBBE functions as a special project, coordinating a cooperative effort between four local education agencies to develop culturally and linguistically relevant materials for the primary level of instruction. Each local education agency has a Regional CANBBE Center attached to the Title VII classroom program. The field trial coordinators develop and field test materials for the Spanish dominant Puerto Rican or Mexican American children in that district. The four components are: Southwest Regional Adaptation Center (see page 215); Midwest Regional Adaptation Center (see page 230); Northeast Regional Adaptation Center (see page 158); and Far West Regional Adaptation Center (see page 55). The national coordinating office is described below (page 1).
Full descriptions of each project funded under Title VII of the Elementary and Secondary Education Act during 1973-1974 may be found in this publication, classified in alphabetical order by state and city.

Curriculum Adaptation Network for Bilingual Bicultural Education
Contact: Ricardo Hernández, Executive Director (512) 224-1819
214 Dwyer Avenue, Suite 312
SAN ANTONIO, TEXAS 78204

Spanish (Multicultural) Fourth funding year
This is a special project coordinating a cooperative effort between four local education agencies (Edgewood I.S.D., San

Antonio, Texas; Milwaukee Public Schools, Milwaukee, Wisconsin; District #7, Bronx, New York; and San Diego I.S.D., San Diego, California), to develop culturally and linguistically relevant material for the primary level of instruction. The national coordinating office for the project is funded by the William Randolph Hearst Foundation through the National Urban Coalition. The four local education agencies have Regional CANBBE Centers attached to their respective Title VII programs to develop and field test materials for the Spanish dominant Puerto Rican or Mexican American child in their district.

Another function is to help the Spanish Curricula Development Center in Dade County, Florida in the regionalization effort for their Mexican American and Puerto Rican editions. Both the development of culturally and linguistically relevant material and the revision of the S.C.D.C. material is carried out by the regional directors, a secretary for each center, and a Regional Advisory Council which meets four times a year in each of the four centers to provide feedback, information, and suggestions to the regional director. The Policy Board at the national coordinating office meets four times a year.

*ALASKA*

Kenneth C. Greiser, State Coordinator (907) 586-5255
Federal Programs Coordinator
State Department of Education
JUNEAU, ALASKA 99801

1 project
436 students
Languages taught: Yup'ik, English.
Ethnicity of participating students: 155 Yup'ik Eskimo, 281 Anglo American.

Bilingual Education Project In Yup'ik Eskimo
School District 1
Contact: Tupou L. Pulu, Project Director (907) 274-1645
650 International Airport Road Ext. 138
ANCHORAGE, ALASKA 99502

Yup'ik (Eskimo) Fourth funding year
Grades: 1-3; 13 classes, 436 students (281 Anglo American, 155 Yup'ik Eskimo).
Staff of 17 bilingual paraprofessionals paid from Title VII ESEA funds, 16 professionals and 19 paraprofessionals paid from state general bilingual funds. Funds other than Title VII constitute 43 percent of the 1973-74 project budget).
Six schools: Aleknagik North Shore, Bethel, Kongiganak, Manokotak, Togiak, Twin Hills.

Staff development activities anticipated for 1973-74 included a preservice summer training workshop and inservice training during March, 1974.
Activities in which the project director anticipated participating during 1973-74 included site visitation, training workshops, evaluation, materials development and information dissemination.
Instructional materials used by the project are primarily project-developed and produced, with some materials adapted from commercial material by project personnel. The project has developed materials in areas of social studies, science, special holidays, and folk literature. Anticipated materials development during 1973-74 included social studies, math, science and art for grade 3, and additional supplementary readers in the area of folklore for grades 1 and 2. The project produces a newsletter for regional distribution.
Content areas taught in the non-English (first) language of the student include social studies, math and science. Areas taught in English (the second language) include English structures dealing with social studies concepts used for oral drills, songs and games. English-speaking students are

taught vocabulary items dealing with verbs and nouns of high frequency in Eskimo. The classroom is organized for large group instruction which may be divided into small groups or organized for individual instruction.
Each village site has a school board, which contributes support in the form of supplying resource personnel for classroom lectures in culture and artisans for assistance in student arts and crafts projects, as well as by attendance at holiday celebration activities.
Evaluation of students' progress is by means of teachers' classroom records; achievement tests are developed and administered by the internal evaluator and the project director.

ARIZONA

Hank Arrendondo, State Coordinator (602) 271-5198
Arizona State Department of Education
1535 West Jefferson
PHOENIX, ARIZONA 85007

8 projects
3,156 students
Languages taught: Spanish, Navajo, English
Ethnicity of participating students: 1919 Mexican American, 163 Black, 773 Navajo, 68 other American Indian, 231 Anglo American, 2 Other. (For numbers of non-participating students see individual projects.)

Rock Point Bilingual Education Project
Rock Point Community School
Contact: Paul Rosier, Project Director (602) 695-4256
Rock Point School
CHINLE, ARIZONA 86503

Navajo Third funding year
Grades: K-6; 12 classes, 351 students (5 Anglo American, 346 Navajo); all school district students participate.
Staff of 4 professional bilinguals, 2 professional monolinguals and 2 paraprofessional bilinguals paid from Title VII ESEA funds, 10 professionals and 4 paraprofessionals paid from Rock Point School, Inc. (Funds other than Title VII constitute 33 percent of 1973-74 project budget).
One school: Rock Point Community School.

Staff development activities for 1973-74 included an onsite teacher education course provided by Northern Arizona University, a two-week workshop, weekly inservice meetings and training in Navajo literacy. Activities in which the project director anticipated participating in 1973-74 are the continuing staff and curriculum development and coordinating efforts with Northern Arizona University.

Instructional materials in English are commercially produced. Navajo materials are project-developed and produced, as well as obtained from other projects. Project-developed materials are in the areas of reading readiness, initial reading (Navajo) supplements to math, social studies and primary language arts (Navajo). Materials were to be developed in 1973-74 in areas of initial reading and primary language arts (readers). Materials and material-related information are discussed at monthly meetings of Navajo projects.

Content areas for the non-English (first) language of the student are language arts, social studies, math and science. Instruction in English (the second language) includes English language arts, reading and math. Instruction in Navajo to English speakers is in areas of Navajo language arts, math, social studies and science.

All curriculum areas are stressed at levels K-3; social studies and science are stressed in grades 4-6. The classroom is organized with half and quarter class groups for team teaching; the class is divided in half for separate Navajo and English instruction.

Student achievement is evidenced by the reading and writing of both languages by students of the second grade level; 80 percent of the project's criterion based behavioral objectives were met during 1972-73.

The Parent Advisory Group met weekly during 1972-73; activities included approval of all programs, all personnel hired under Title VII, the evaluation design of the project and the continuation proposal. A Parent Evaluation Team and Parent Survey assisted in program planning.

Interim and terminal evaluations by Southwest Research Associates based on 80 criterion-based behavioral objectives (including results of standardized tests) are supplemented by optional additional evaluations at the teacher's request.

Rough Rock Demonstration School Bilingual-Bicultural Project
Private Contract
Contact: Dr. E. Roby Leighton, Project Director (602)781-6283
Rough Rock Demonstration School
CHINLE, ARIZONA 86503

Navajo Fourth funding year
Grades: PreK-12; 19 classes, 450 students (427 Navajo, 23 Anglo Americans).

Staff of 2.4 administrators (manhour equivalence), 2 teachers, 8 specialists, 1.4 evaluators, 10 teacher aides, 3 clerical personnel. Title VII ESEA funds provide virtually all of the 1973-74 project budget.
One school: Rough Rock Demonstration School.

Staff development activities anticipated for 1973-74 included area and regional Navajo conferences and onsite courses for teachers and staff in Navajo, Spanish, English, lifestyles of Southwestern Indians, health education and child development. Activities in which the project director anticipated participating included coordination of inservice training and evaluation, and providing general administrative systems.
Instructional materials used by the project are primarily project-developed and produced. The project has developed a Navajo dictionary, Language Master Cards for use with the dictionary, stories written by the students, classroom teaching aids and a curriculum outline. Anticipated materials development includes reading books, work books, primary books a teacher guide, a teacher instruction manual, writing units and lesson plans.
Content areas taught in Navajo and English are math, science and social studies. The language arts program for Navajo and English includes listening skills, visual discrimination skills, motor skills, tactile and kinestnetic skills, social and emotional skills, oral language skills, perceptual skills, word knowledge, comprehension skills, study skills, and literary skills and appreciation.
The Parent Advisory Group met monthly during 1972-73, except for cancellations due to snow-blocked roads. Activities included the Navajo Bilingual Conference in Window Rock, Arizona; serving as teacher aides; and adult education classes in languages, business trades, and specialized skills.
Evaluation of students' progress is according to Rough Rock's Performance Assessment Evaluation System. Project-developed criterion-referenced tests, observations and teacher observations, as well as standardized English tests, are used in preparing evaluation reports. An evaluator from Navajo Community College at Many Farms, Arizona provides program evaluation.

Douglas Bilingual Bicultural Program
Douglas Public Schools
Contact: Saúl Solís, Project Director (602) 364-3661
7th and D Avenue, Sarah Marley School
DOUGLAS, ARIZONA 85607

Spanish (Mexican American) Third funding year
Grades: K-2; 10 classes, 281 students (Mexican American).
Students not participating total 143 (Mexican American).

Staff of 10 bilingual professionals and 6 bilingual paraprofessionals paid from Title VII ESEA funds, 10 teachers and 1 paraprofessional paid from district funds.
One school: Sarah Marley.

Staff development activities anticipated for 1973-74 included extension classes from the University of Tucson in English as a second language, child development centers and *bailes folklóricos*.
Activities in which the project director anticipated participating during 1973-74 included publicity, community involvement, staff development and materials development.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of language arts, ESL, reading, science, health and social studies. Anticipated materials development during 1973-74 included areas of ESL, local history, reading, testing, language arts and science.
Content areas taught in the non-English (first) language of the student include language arts, health, writing, history, science, reading, games, songs, rhymes and poems. Areas taught in English (the second language) include math, reading, ESL, songs, games, rhymes and poems. Reading is taught in Spanish to English speakers.
Curriculum areas stressed at each level are language arts, reading and math. The classroom is organized primarily for team teaching and learning centers.
Student achievement in second language learning and academic progress are measured with the *Metropolitan Achievement Tests*, *Peabody Test*, and the *Pre-Inventory Test*.
The Parent Advisory Group met 9 times during 1972-73; activities included annual *Kermés*, classroom observations, a volunteer Mother Aides program, and writing articles for the bilingual newspaper.
Evaluation of students' progress is by means of pre- and post-testing with standardized instruments in August and April. An external evaluator performs weekly onsite visitations.

Nogales Elementary Bilingual Project
Nogales Public Schools
Contact: Ramon Watson, Project Director (602) 287-3852
402 Martinez Street
NOGALES, ARIZONA 85621

Spanish (Mexican American) Fifth funding year
Grades: K-5; 16 classes, 430 students (85 Anglo American, 345 Mexican American). All students participate in the program.
Staff of 11 professional bilinguals, 4 professional monolinguals and 5 paraprofessional bilinguals paid from Title VII ESEA funds, 10 paraprofessionals and 5 volunteers, salaries paid from Nogales Public Schools funds. Funds other than

Title VII constitute 80 percent of the 1973-74 project budget.
One school: Elm Street Elementary.

Staff development activities anticipated for 1973-74 included preservice and postservice workshops, a Title VII Innovation Fair, 14 inservice sessions, and participation in the Materials Acquisition Project Workshops in San Diego, California.
Activities in which the project director anticipated participating during 1973-74 included the coordinated effort to pass a bilingual education bill in Arizona.
Instructional materials are primarily those adapted from commercial material by project personnel. The project has developed materials in reading, phonics, language development and math. Materials were to be developed during 1973-74 in areas of social studies and sciences at the intermediate level.
Content areas taught in English and Spanish include reading, writing, math, science, and social studies.
Curriculum areas stressed at each level are: Grade 1--home language, Grade 2--home language and transition to second, Grade 3--second language, Grades 4 and 5--Spanish and English.
The classroom is organized with small group-learning centers, team teaching, cross-age helpers (peer teaching) and parent and community volunteers.
Student achievement by the ethnic minority pupils in a second language and the ethnic majority in a second language is indicated by comparable results on bilingual tests at each grade level.
The Parent Advisory Group met 4 times during 1972-73; activities included two musical programs, a science fair and a banquet. Average attendance was 375.
Evaluation of students' progress is by pre- and post- tests (*Metropolitan Achievement Tests*) and a local translation; the external evaluator conducts inservice programs and comprehensive interviews and visits classrooms at his biweekly visitations.

Individualizing Bilingual, Bicultural Instruction
Wilson School District No. 7
Contact: Servando B. Carrillo, Project Director (602) 273-1333
2111 East Buckeye Road
PHOENIX, ARIZONA 85034

Spanish (Mexican American) Fifth funding year
Grades: 1-5; 13 classes, 260 students (43 Anglo American, 182 Mexican American, 5 American Indian, 30 Black). Students not participating total 840 (151 Anglo American, 588 Mexican American, 6 American Indian, 95 Black).
Staff of 13 professionals, 7 bilingual paraprofessionals and 5 volunteers. Title VII ESEA funds provide 100 percent of the 1973-74 project budget.
One school: Hawkins Elementary.

Staff development activities anticipated for 1973-74 included a preservice workshop, monitoring activities, and monthly meetings of the evaluator and the teachers.
Activities in which the project director anticipated participating during 1973-74 included development of staff and objectives, and auditing and evaluation activities.
Instructional materials used by the project are primarily commercially produced. Procedures used to disseminate materials and information to persons outside the Title VII program are panel discussions and workshops with other districts, visitors to the project, and public media, meetings and conferences.
Content areas taught in Spanish and English are language arts, social studies and math.
Curriculum areas stressed at each level are math in grades 2 through 5 and language arts in grades 1 through 5, with emphasis on reading after oral language is developed. The classroom is organized for small group instruction in self-contained classrooms and in team teaching situations, as well as large group instruction and individualized instruction.
Student achievement in second language learning and academic progress is indicated by classroom participation, achievement testing and teacher evaluation.
The Parent Advisory Group served in an advisory capacity during 1972-73; activities included parent workshops and a parent classroom volunteer program in instructional and social activities.
Evaluation of students' progress is by means of progress reports every two months by teachers, based on classroom participation and testing, and monthly monitoring reports. The external evaluator prepares midyear and final reports with data from onsite visits, conferences with teachers, and formal testing.

Phoenix Union High School Bilingual Program
Phoenix Union School District
Contact: María Luisa Vega, Project Director (602) 258-6581
512 East Van Buren Ext. 223
PHOENIX, ARIZONA 85004

Spanish (Mexican American) Fifth funding year
Grades: 9-12; 60 classes per day, 400 students (320 Mexican American, 80 Black); students not participating in the project total 1800 (18 Anglo American, 1206 Mexican American, 18 Chinese, 18 Indian, 540 Black).
Staff of 1.5 bilingual professionals paid from Title VII ESEA funds, 13.5 professionals, 1 paraprofessional and 7 volunteers, salaries paid from Phoenix Union District funds.
One school: Phoenix Union High School.

Staff development activities anticipated for 1973-74 included a Summer Workshop and reading in the content areas.

Activities in which the project director anticipated participating during 1973-74 were the Summer Workshop, Open Education Concept Workshop, Radio Community Program KIFN and Television Community Involvement Programs on Channels 5 and 8.
Instructional materials are primarily commercially produced. The project has developed materials in areas of social studies, English, Spanish, reading, and curriculum development. Materials were to be developed during 1973-74 in areas of English, typing, math, reading, Mexican history and English in the world of work. Proposals for starting new programs are also available to persons outside the Title VII program.
Content areas of instruction in Spanish and English include English, Spanish, Mexican history, American history, general math, algebra, and reading.
Curriculum areas stressed at each level are: Grade 9--English, Spanish, Mexican history, reading, general math, algebra; Grade 10--English in the world of work, American history, Spanish composition; Grade 11--English, Mexican American literature, Spanish literature and composition; Grade 12--Spanish, Mexican American literature and community seminar; (music and dances for levels 9-12). The classroom is organized with team teaching for large groups.
Student achievement has been measured by the *Stanford Diagnostic Reading Test* and the program evaluator.
The Parent Advisory Group met 12 times in 1972-73; activities included participation in the City Advisory Committee, "brainstorms" and workshops. Members of the community worked as lobbyists in favor of bilingual education.
Evaluation of students' progress is by standardized tests in reading (pre-, progress and post-) and teacher-made tests, in September and May.

Somerton Bilingual Bicultural Project
Somerton School District #11
Contact: Lydia L. Swengel, Project Director (602) 627-2442
P. O. Bin E
SOMERTON, ARIZONA 85350

Spanish (Mexican American) Fourth funding year
Grades: K-2; 6 classes, 146 students (16 Anglo American, 121 Mexican American, 4 American Indian, 3 Black, 2 students of other ethnic groups). Students not participating total 173 (11 Anglo American, 148 Mexican American, 13 Indian, 1 Black).
Staff including 6 bilingual professionals, director and 6 bilingual paraprofessionals are paid from Title VII ESEA funds, 12 professionals and 3 paraprofessionals are paid from other funds.
One school: O. L. Carlisle Elementary.

Staff development activities anticipated for 1973-74 included an August workshop, conferences, monthly visits by the evaluator and special training sessions by the director.

Activities in which the project director anticipated participating during 1973-74 included conferences, workshops, inservice training, and writing of a continuation proposal.
Instructional materials for the project are both commercially produced, and adapted from commercial materials by project personnel. Anticipated materials development for 1973-74 included a Spanish phonics program.
Content areas taught in Spanish and English include the entire curriculum, including the culture and heritage of Mexico and the U.S. and the Indians of Arizona.
Curriculum areas stressed at each level are K--ESL, SSL, social studies, math and music; grades 1 and 2--ESL, SSL, reading and phonics, social studies, math, music and culture. The classroom is organized for large and small group instruction, as well as individualized instruction.
Student achievement in second language learning as indicated by achievement test scores demonstrates improved English comprehension schoolwide, with students scoring highest in their dominant language.
The Parent Advisory Group met 8 times during 1972-73; activities included review of the continuation proposal, cultural celebrations and school parties.
Evaluation of students' progress is by means of pre-and post-testing with published Spanish and English achievement tests and language tests. An outside evaluator prepares program evaluation reports based on test results, onsite visitations and teachers' records of students' progress.

Bilingual Bicultural Project
Tucson School District No. 1
Contact: Edward L. Madrid, Project Director (602) 791-6209
1010 E. 10th Street
TUCSON, ARIZONA 85717

Spanish (Mexican American) Fifth funding year
Grades: PreK-5; 29 classes, 838 students (59 Anglo American, 670 Mexican American, 59 Indian, 50 Black). School district students not participating in the project total 133 (9 Anglo American, 106 Mexican American, 9 Indian, 9 Black).
Staff of 4 bilingual professionals and 11 bilingual paraprofessionals paid from Title VII ESEA funds; 27 professionals and 12 paraprofessionals paid from Model Cities, Title I ESEA and LEA funds. Funds other than Title VII constitute 34 percent of 1973-74 project budget.
Two schools: Drachman, Mission View.

Staff development activities anticipated for 1973-74 included a preservice workshop for 10 new members.
Activities in which the project director anticipated participating during 1973-74 were the Preservice Workshop and a parents' conference to be held during the fall in Denver, Colorado.

ARIZONA-
CALIFORNIA

Instructional materials are primarily commercially produced. The project has developed *PreK Area Home Task Kits* (for skills development) and a rating scale for feedback. Materials to be developed during 1973-74 were teacher-made tests. Procedures used to disseminate materials and material-related information to persons outside the immediate Title VII program are: encouraging visits to the project office, giving talks and slide presentations (with distribution of a booklet prepared by the project) and utilizing the news media.
Content areas for the non-English (first) language of the student are reading and reinforcement of all content areas in Spanish. Instruction in English (the second language) includes listening and speaking, math and science. Instruction in the non-English language to English-speakers includes listening and speaking. Both languages are used simultaneously in all areas of content.
Curriculum areas stressed at each level are: language arts, math, science and social studies. The classroom is organized primarily in groups of 25-30 students, with smaller groups for the instruction of language arts, reading and writing.
Student achievement by the ethnic minority pupils in a second language and by the ethnic majority in a second language is measured by a bi-level, bilingual test which has indicated a close correlation between ethnic minority and majority achievement in the project.
The Mission View Parent Advisory Council met 8 times in 1972-73; the Drachman PAC met 9 times. Four potluck dinners were held, one including the community at large; coffee klatches at both schools met 13 times during the school year.
Evaluation of students' progress is by the Poe K and K-Pre-Post Test (*Poe School Inventory*), with the first through fourth levels taking the *Language Assessment Test* and the *Inter-American Series Test* (achievement and teacher-made tests for other content areas.)

Navajo Area Office--Bureau of Indian Affairs
Window Rock, Arizona
See LITTLE WATER, NEW MEXICO (See page 137)

*CALIFORNIA*

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SACRAMENTO, CALIFORNIA 95814

60 projects
36,783 students
Languages taught. Pomo Indian, Chinese, Spanish, English
Ethnicity of participating students: 21 Pomo Indian, 41 other American Indian, 1 Arabic, 7 Japanese, 540 Chinese, 230 Asian, 10 Filipino, 179 Portuguese, 30 Cuban, 2 Korean, 1 French, 1149 Black, 55 Mexican immigrants, 18,265 Mexican American, 2412 Spanish language dominant, 11 Dutch, 9715 Anglo American, 820 English language dominant. (For numbers of non-participating students see individual projects.)

Upper Valley Intercultural Program
Placer County Office of Education
Contact: Armando Ayala, Project Director (918) 452-4851
1230 High Street
AUBURN, CALIFORNIA 95603

Spanish (Mexican American) Third funding year
Grades: PreK-3; 11 classes, 360 students (180 Anglo American, 180 Mexican American). Students not participating total 290 (145 Anglo American, 145 Mexican American)
Staff of 2 resource teachers, 5 directors, 5 evaluators and 6 aides paid from Title VII ESEA funds, 11 professionals and 5 paraprofessionals paid from state funds. Funds other than Title VII constitute 40 percent of the 1973-74 project budget. Three schools: Silveyville, Carlin Coppin, Laugenour.

Staff development activities anticipated for 1973-74 included a two-week workshop, a one-week seminar and seven one-day workshops.
Activities in which the project director anticipated participating during 1973-74 included staff development, community dissemination of information, negotiations for funding, and proposal writing.
Instructional materials for the project are project-developed and produced and commercially produced. The project has developed a social studies guide for Kindergarten and grade 1, and materials on the history and culture of Mexico for grade 2. Anticipated materials development includes areas of SSL, a K-3 curriculum guide, ESL components, SSL, and a K-3 activities guide.
Content areas taught in the non-English (first) language of the student include reading, oral language development and social studies. The Spanish-speaking student is taught all areas in English, after a preview in Spanish. English-speaking students are taught social studies, oral language development and reading in Spanish. The classroom is organized so that instruction is in the student's dominant language, then reinforced by the model of the second language.

Student achievement in second language learning is measured by the *Bilingual Syntax Measure*; results have shown comparable gains in both languages by students of both cultures.
The various Parent Advisory Groups met an average of 3 times each during 1972-73; activities included organizational meetings, fiestas and evaluations of the programs.
Evaluation of students' progress is by means of the *Bilingual Syntax Measure*, *Saber Español* monitoring tests and teacher observations. An internal evaluator and external contracted auditor evaluate each component of the program by means of project-developed and commercial instruments.

Valley Intercultural Program
Placer County Office of Education
Contact: Armando Ayala, Project Director (916) 452-4851
1230 High Street
AUBURN, CALIFORNIA 95603

Spanish (Mexican American) Fourth funding year
Grades: K-3; 24 classes, 720 students (360 Anglo American, 360 Mexican American). Students not participating total approximately 800 (400 Anglo American, 400 Mexican American).
Staff of 3 resource teachers, 5 directors, 5 evaluators and 10 bilingual paraprofessionals are paid from Title VII funds, 20 professionals and 10 paraprofessionals paid from other funds.
Funding other than Title VII ESEA is provided by state funds (40 percent) and district funds (10 percent) and constitute 50 percent of the 1973-74 project budget.
Five schools: Esparto, Smythe, Woodbridge, Elkhorn, Winters.

Staff development activities anticipated for 1973-74 included a two-week summer workshop, a one-week summer seminar, and 7 one-day workshops.
Activities in which the project director anticipated participating during 1973-74 included staff development, community dissemination of information, negotiations for funding and proposal writing.
Instructional materials used are both project-developed and commercially produced. The project has developed a social studies guide for Kindergarten and grade 1, and materials on the history and culture of Mexico for grade 2. Anticipated materials development for 1973-1974 included areas of SSL, a K-3 curriculum guide, ESL components, SSL, and a K-3 activities guide.
Content areas taught in the non-English (first) language of the student include reading, oral language development and social studies. The Spanish-speaking student is taught all content areas in English, after a preview in Spanish. English-speaking students are taught social studies, oral language development and reading in Spanish. The classroom is organized so that instruction is in the student's dominant language, then later reinforced by the model of the second language.

Student achievement in second language learning is measured by the *Bilingual Syntax Measure*; results have shown comparable gains in both languages by students of both cultures.
The various Parent Advisory Groups met an average of 3 times each during 1972-73; activities included organizational meetings, fiestas and evaluation of the programs.
Evaluation of students' progress is by means of the *Bilingual Syntax Measure*, *Saber Español* monitoring tests, and teacher observations. An internal evaluator and external contracted auditor evaluate each component of the program by means of regionally, locally, and project-developed instruments.

Project BIEN (Bilingual Intercultural Educación Para Niños)
Bakersfield City School District
Contact: Marguerite B. Lewis, Project Director (805) 327-3311
1300 Baker Street Ext. 285
BAKERSFIELD, CALIFORNIA 93305

Spanish (Mexican American) Second funding year
Grades: K-3; 11 classes, 286 students (158 Anglo American, 128 Mexican American). Students not participating in the project total 1470 (260 Anglo American, 1146 Mexican American, 54 Black).
Staff of 2 professional bilinguals, 12 paraprofessional bilinguals and half of the bilingual secretary's salary paid from Title VII ESEA funds. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
Two schools: Mt. Vernon, Jefferson.

Staff development activities anticipated for 1973-74 included a preservice and an inservice workshop.
Activities in which the local education agency expected to participate were testing, parent involvement, project writing and program development.
Instructional materials for the project are both commercially produced and adapted from commercial materials by project personnel. The project has developed materials in reading (Spanish), math and social studies. Materials were to be developed in 1973-74 in areas of reading in Spanish, social studies and games.
Content areas for the non-English (first) language of the student are reading, math, social studies and spelling. Instruction in English and Spanish include areas of oral language, social science, art, music and physical education.
Curriculum areas stressed at each level are language development, math and social studies. The classroom is organized for team teaching with native speakers of both languages.
Student achievement by students of the ethnic minority and of the majority indicated meeting English objectives at a higher level than Spanish objectives. Parents participated in the

development of instructional materials and constructed authentic costumes of Mexico for the Jefferson School Museum.
The Jefferson Parent Advisory Group met monthly during 1972-73; the Mt. Vernon group met 4 times. Activities included a parent workshop and coordination with the community-based Concerned Parents for Better Education.
Evaluation of students' progress is by pre- and post- testing with standardized tests, administered by project personnel.

Barstow Unified Bilingual Bicultural Program
Barstow Unified School District
Contact: Georgebelle S. Jordan, Project Director (714) 256-0611
Box CB Ext. 341
BARSTOW, CALIFORNIA 92311

Spanish (Mexican American) Fifth funding year
Grades: K-4; 28 classes, 825 students (521 Anglo American, 186 Mexican American, 21 Indian, 97 Black). All students participate.
Staff of 3 professional bilinguals, 28 professional monolinguals, and 15 paraprofessional bilinguals are paid from Title VII ESEA funds. Funds other than Title VII constitute 18 percent of the 1973-74 project budget.
Four schools: Henderson, Thomson, Montara, Skyline.

Staff development activities anticipated for 1973-74 included a summer workshop and inservice training for teachers, parents and teacher aides, and formation of a Bilingual Bicultural Cultural Center.
Activities in which the project director anticipated participating in 1973-74 were the writing of state and federal budget proposals and curriculum planning.
Instructional materials are primarily project-developed and produced. The project has developed tests for Grades 1 and 2, and materials in the areas of natural language sentence patterns, culture and history. Continuation of materials development in the same areas and the publishing of a newsletter were planned for 1973-74. Materials and material-related information are available by mail.
Content areas for the non-English (first) language are social studies, math, and language arts. Instruction in English (the second language) includes reading, spelling and writing. Both languages are used simultaneously in teaching social studies, math and history.
Curriculum areas stressed at each level are: Kindergarten--basic concepts, colors, familiar objects; Grade 1--social studies, nature, home and community services; Grade 2--reading readiness and math; Grade 3--reading and historical culture; Grade 4--reading, writing, conversation and history of the Southwest. The classroom is organized primarily in small groups.

The Parent Advisory Group met 3 times in 1972-73; activities included planning of cultural programs and workshops, and participation in proposal planning for 1973-74.
Evaluation of students' progress is by pre- and post- tests at each grade and unit tests in the classes.

Bay Area Bilingual Education League
Berkeley Unified School District
Contact: Dr. Roberto Cruz, Project Director (415) 644-6154
1414 Walnut Street
BERKELEY, CALIFORNIA 94709

Spanish, Chinese (Mexican American, Asian). Third funding year Grades: PreK-12; 75 classes, 2470 students (2300 in main component: 50 percent Chicano, 30 percent Anglo American, 10 percent Asian, 10 percent Black; Chinese component totals 170 (60 percent Chinese, 10 percent Black, 20 percent Anglo American, 10 percent Chicano).
Staff of 55 professional bilinguals, 10 professional monolingual and 70 paraprofessional bilinguals are paid from Title VII ESEA funds, 10 professionals and 5 paraprofessionals paid by California funds, AB 2284. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
Twenty schools in five school districts: Berkeley U.S.D., Oakland S.D., Richmond S.D., Jefferson Elementary S.D. (Daly City), Jefferson Union High S.D. (Daly City).

Staff development activities anticipated for 1973-74 included inservice and preservice training.
Activities in which the project director anticipated participating during 1973-74 are staff and curriculum development coordination, proposal writing and classroom visitation. The local education agency expected to participate in proposal writing and inservice and preservice training.
Instructional materials are project-developed and produced, and commercially produced. The project has developed materials in reading of Spanish, Chinese and English, math, social studies, CRT (Chinese and Spanish), and supplemental reading materials in all areas of secondary curricula. New materials are developed as need arises; sample copies of materials are available to bilingual programs in the U.S.
Content areas taught in the non-English (first) language and in English (the second language) are reading, mathematics, language arts, and social studies. Language arts and social studies are taught both in the non-English language to English speakers, and in both languages simultaneously.
Curriculum areas stressed at each level are math, reading in the dominant language, and multicultural studies. The classroom is organized primarily in small group learning stations.

Student achievement by ethnic majority and minority students in all areas of academic progress is measured by tests, and evaluation data is available on request.
The Parent Advisory Group met monthly in 1972-73; activities included a review of program progress and status of funding, classroom participation and sponsoring two dinners.
Evaluation of students' progress is by pre-, mid-, and post-testing and criterion-referenced testing throughout the year.
The project is evaluated internally.

Project Amigos
Brentwood Union School District
Contact: Isaac R. Montañez, Project Director (415) 634-4306
151 Lynn Drive
BRENTWOOD, CALIFORNIA 94513

Spanish (Mexican American) Fourth funding year
Grades: 3-6; 4 classes, 120 students (60 Anglo American, 60 Mexican American). Students not participating in the project total 935 (630 Anglo American, 291 Mexican American, 8 Chinese, 4 Indian, 2 Black).
Staff of 4 professional bilinguals and 4 paraprofessional bilinguals paid from Title VII ESEA funds, one professional and 6 volunteers, the salary paid from AB 2284 and LEA funds.
Funds other than Title VII constitute 65 percent of the 1973-74 project budget.
Three schools: Brentwood, Garin, Edna Hill.

Staff development activities anticipated for 1973-74 included inservice training and on-campus bilingual courses provided by local colleges.
Activities in which the project director anticipated participating were staff development, home visits, and advisory council meetings. The local education agency expected to participate in the hiring of more minority staff, internal evaluation and dissemination.
Instructional materials are primarily commercially produced. The project has developed a *Language Proficiency Test* and cassette program math lessons for third grade. Anticipated materials development for 1973-74 includes individualized learning packages for English.
Content areas for the non-English (first) language of the student are music and culture. Instruction in English, the second language, includes math, science, and social studies. Instruction in the non-English language to English speakers includes music and culture.
Curriculum areas stressed at each level are: Grade 3--comparative culture, Grade 4--history of California, Grade 5--history of the U.S. and Grade 6--Latin America.
Student achievement by ethnic minority pupils in the second language and ethnic majority pupils is measured by pre- and post-

scores on the *C.T.B.S.* and the staff-developed *Language Proficiency Test*. Intercultural interaction has been evidenced by implementation of a Buddy System, interaction after school in the homes, weekend field trips in groups of 10, and school exchange with the predominantly Anglo American Glorietta School in Orinda.
The Parent Advisory Council met 8 times in 1972-73; activities included participation in a raffle, the Parents' Club Carnival, and review of instructional materials and the continuation proposal.
Evaluation of students' progress is performed by the Center for Planning and Evaluation of San Jose, and includes spot checks, oral questioning, written tests, quarterly report cards and parent conferences.

Calexico Intercultural Design
Calexico Unified School District
Contact: Harvey N. Miller, Project Director (714) 357-1703
Box 792 357-4861
CALEXICO, CALIFORNIA 92231

Spanish (Mexican American) Fifth funding year
Grades: 7-12; 44 classes, 450 students (10 Anglo American, 440 Mexican American, 1 Chinese). School district students not participating in the project total 1989 (183 Anglo American, 1765 Mexican American, 29 Chinese, 12 Black).
Staff of 14 professional bilinguals, 7 paraprofessional bilinguals and 1 volunteer, salaries paid from Title VII ESEA funds. Funds for instructional time paid by LEA.
Two schools: De Anza Junior High and Calexico High.

Staff development for 1973-74 included inservice workshops, involving both the project director and the local education agency.
Activities in which the project director anticipated participating during 1973-74 included program administration, interproject visitations, and conferences.
Instructional materials are 80 percent commercially produced and 20 percent project-developed and produced. The project has developed materials in the instructional components (language arts, social studies and science), measuring instruments (*Oral English Test Forms A and B* and *Spanish Reading Comprehension Test Forms A and B*), and criterion reference tests (U. S. history, American democracy and English as a second language placement tests). Materials development for 1973-74 included areas of Spanish, social studies, biology and music. Information concerning the Learning Achievement Packages, the Estudiantina Tour, and the newsletter is available on request.

CALIFORNIA

Content areas taught in English and Spanish are history, math, algebra, biology, language arts and music. The classroom is organized for instruction in large groups. A teacher aide takes a small group and assists in instruction.
Student achievement by ethnic majority and minority students in a second language is measured by the *Oral English Test*, *Nelson Reading Test* and *Step II Level 4 Writing Test*; academic progress is measured by the *Learning Achievement Package Pre-Post Test*, the Pre-Post Test in *STEP* Tests and the criterion reference tests.
The Parent Advisory Group met twice and held three open meetings during 1972-73; community aides and one volunteer assisted in the instructional program.
Evaluation of students' progress is by means of pre- and post-tests on several instruments. An outside evaluator makes on-site visits and sets up information gathering techniques.

Project Frontier
Sweetwater Union High School District
Contact: Paul H. Juárez, Project Director (714) 426-7710
1130 Fifth Avenue
CHULA VISTA, CALIFORNIA 92011

Spanish (Mexican American) Fifth funding year
Grades: K-5, 7-12; 63 classes, 1535 students (664 Anglo American, 871 Mexican American). Students not participating total 3018 (872 Anglo American, 2146 Mexican American).
Staff of 8 bilingual professionals and 10 bilingual paraprofessionals paid from Title VII ESEA funds, 34 professionals, 21 paraprofessionals and 264 volunteers, salaries paid from participating districts' funds. Funds other than Title VII constitute approximately 75 percent of the 1973-74 project budget.
Five schools: Kimball, Montgomery, Nestor Elementaries; Southwest Junior High School; Montgomery High School.

Staff development activities anticipated for 1973-74 included 10- and 15-day preservice workshops on curriculum materials, a 10-day community leadership workshop, an inservice education program and an end of year workshop in June.
The Interdistrict Bilingual Education Center under the direction of the project director continued to provide resources and support services to the four participating school districts.
Instructional materials for the project are primarily commercially produced. The project has developed English and Spanish language readers and cultural enrichment materials. Anticipated materials development for 1973-74 included comprehensive bilingual education models. Procedures used to disseminate materials and information are publication of program descriptions, use of newsletters, maintenance of an Interdistrict Bilingual Education Library, correspondence, on-site visits and

tours for visitors, and appearance of project personnel as speakers for school and community groups.
Content areas of math, science and social studies are initially taught in the first language of the student; the program is designed to develop listening, speaking, reading and writing skills in both Spanish and English for all participating students. The classroom is organized for large group instruction and individualized instruction; combinations of bilingual teachers, instructional aides and community aides are utilized.
Student achievement in second language learning and academic progress are measured by a variety of published instruments, teacher-made tests and teacher-devised checklists; each of the four districts maintains an evaluation staff.
The Parent Advisory Groups met monthly during 1972-73; activities included classroom assistance and visitations, attendance at conferences, newsletters, a dance festival, and a *cinco de mayo* dinner.
Evaluation of the programs is by the respective internal evaluators for the districts involved.

Bilingual Bicultural Program--A Team Approach
Montebello Unified School District
Contact: Robert W. Capps, Project Director (213) 261-8782
2318 Couts Avenue
COMMERCE, CALIFORNIA 90040

Spanish (Mexican American) Fourth funding year
Grades: K-4; 42 classes, 1330 students (130 Anglo American, 1200 Mexican American). School district students not participating total 290 (30 Anglo American, 260 Mexican American).
Staff of 20 professional bilinguals, 25 professional monolinguals and 35 paraprofessional bilinguals are paid from Title VII ESEA funds; 3 professionals, 3 paraprofessionals and 125 volunteers, salaries paid by Montebello Unified School District funds. Funds other than Title VII constitute 70 percent of the 1973-74 project budget.
Three schools: Bandini, Eastmont, Montebello Park.

Staff development activities anticipated for 1973-74 included a materials development workshop and the development of a Spanish language arts program. The project director anticipated participating in the coordination of materials development, inservice and project activities.
Instructional materials are primarily project-developed and produced. The project has developed materials in reading, language arts and social studies. The project anticipated development during 1973-74 of materials in the areas of language arts and social studies. Materials and material related information are distributed during and after visitations and are available on request.

CALIFORNIA

Content areas for the non-English (first) language are language arts, social studies, math, health and science. Language arts and social studies are taught in English (the second language) and to English-speaking students in Spanish.
Curriculum areas stressed are determined by the placement of each child by ability and individual advancement according to the continuum. Classrooms are primarily organized in large groups with team teaching.
Student achievement by pupils of the ethnic minority and the ethnic majority is measured by advancement on the continuum, teacher-made tests, and *CAT* and *TOBE* pre- and post- tests.
The Parent Advisory Group met 10 times in 1973-74; activities included participation in bilingual conferences and the voluntary aid program. The community at large was involved in classroom demonstrations, school performances, and tours of their places of business.
Evaluation of students' progress is by pre- and post- testing and advancement on the continuum; the Title VII evaluator makes regular classroom visitations and onsite assessments.

Compton Bilingual Education Plan
Compton Unified School District
Contact: Frank Goodman, Project Director (213) 639-4321
Thomas Jefferson School
2508 East 133rd Street
COMPTON, CALIFORNIA 90220

Spanish (Mexican American) Fifth funding year
Grades: K-6; 12 classes, 383 students (262 Spanish language dominant, 121 English language dominant).
Staff of 1 administrator, 15 teachers, 1 specialist, 13 teacher aides, 2 community liaison workers and 1 clerk.
Funding other than Title VII is provided by Title I and local funds, and constitutes 60 percent of the 1973-74 project budget.
One school: Thomas Jefferson.

Staff development activities anticipated for 1973-74 included an average of 10 hours per person in inservice training for staff, teachers and aides.
Activities in which the project director anticipated participating during 1973-74 included staff development, planning and coordinating parent and community involvement, and coordination of preparation of the continuation proposal. The local education agency anticipated participating through commitment of in-kind resources: school facilities, business services, administrative consulting and planning time.
Instructional materials for the program are primarily project-developed and produced. The project has developed curriculum materials for grades K-4, including areas of specialized

coordinate bilingual technique instruction, trans-grouping, group processes for vertical expansion of fourth grade, selective reading--bilingual techniques, Spanish as a second language techniques, and pre-Hispanic literature development, as well as a social studies unit and seasonal activities materials for grade 1.
Content areas taught in Spanish and English are language arts, math, reading, social science globalization, music, art, and literature. The basic skills are taught in the child's dominant language. The classroom is organized for team teaching with a bilingual teacher spending half days in two classes that have regular monolingual teachers.
Evaluation of students' progress is by means of standardized achievement and mandated tests, as well as classroom and teacher observations. An external contracted evaluator serves as program evaluator, and the external contracted evaluator prepares the audit reports by means of onsite visits and teacher records.

Bilingual Instruction to Improve Educational Opportunities
Cucamonga School District
Contact: Van C. Windham, Project Director (213) 987-5212
8867 Archibald Avenue
CUCAMONGA, CALIFORNIA 91730

Spanish (Mexican American) Fourth funding year
Grades: 4-7; 8 classes, 200 students (45 Anglo American, 155 Mexican American). School district students not participating in the project total 182 (86 Anglo American, 96 Mexican American).
Staff of 10 bilingual professionals and 11 bilingual paraprofessionals paid from Title VII ESEA funds. Funds other than Title VII constitute 15 percent of the 1973-74 project budget.
Two schools: Cucamonga Elementary, Los Amigos Intermediate.

Activities in which the project director anticipated participation during 1973-74 included selection and use of instructional materials, organization of preservice and inservice training and evaluation of professional and paraprofessional services.
Instructional materials for the project are primarily project-developed and adapted from commercial material by project personnel. The project has developed materials in areas of art, Mexican culture, local history, math and science.
Content areas taught in the non-English (first) language of the student include all areas in the elementary grades, and reading, language arts and social studies in the junior high grades. Spanish is used simultaneously with English in teaching each content area. The classroom is organized primarily in small groups with individual instruction.

Student achievement by pupils of the majority and minority cultures in a second language is indicated by tape recorded verbal fluency tests and teacher-made tests. Academic progress during 1972-73 was measured by *CTBS* and *Stanford* tests; scores "resulted in a mean growth that demonstrates that the gap between the Anglo and Chicano student is being closed."
The Parent Advisory Group met 4 times during 1972-73; activities included elections, an open house and review of the continuation grant. Parents held block meetings and evaluated video tapes. Members of the community other than parents assisted as volunteers in the classrooms.
Evaluation of students' progress is by pre-, mid- and post-testing using the *CTBS* and *Stanford* reading tests; the program evaluator makes regular onsite visits.

Bilingual-Bicultural Education
El Monte Elementary School District
Contact: Robert Rodríguez, Project Director (213) 444-7781
4020 North Gibson Road Ext. 37
EL MONTE, CALIFORNIA 91731

Spanish (Mexican American) Fifth funding year
Grades: K-4; 5 classes, 150 students (75 Anglo American, 75 Mexican American). School district students not participating in the project total 420 (210 Anglo American, 210 Mexican American).
Staff of 7 bilingual professionals and 4 bilingual paraprofessionals paid from Title VII ESEA funds; 4 professionals and 10 volunteers, salaries paid from school district funds; (funds other than Title VII constitute 10 percent of 1973-74 project budget.)
One school: E. J. Shirpser Elementary.

The project director anticipated participating in the functional administration of the project and in community involvement activities. The local education agency expected to participate in all of the bilingual project activities.
Instructional materials are primarily commercially produced; the project has developed curriculum guides for grades K-2. Materials to be developed in 1973-74 were in the areas of language arts, social sciences and the affective domain.
Content areas for the non-English (first) language conform to state curriculum, reinforced with first and second language cultural studies. Instruction in English as a second language and in Spanish to English speakers follows California curriculum, enriched with cultural first and second language curriculum.
Curriculum areas stressed at each level are in the affective domain, language development and mathematics. The classroom is organized for large and small group instruction.

Student achievement by ethnic minority pupils in a second language is indicated by reaching 82 percent of objectives; gains by ethnic majority pupils in a second language are indicated by achievement of 60 percent of the objectives. Academic progress is measured by criterion-based tests. Improvement in pupils' self-concept and intercultural interaction has been evidenced by greater participation in cognitive, social, physical and cultural programming.
The Parent Advisory Group met 4 times in 1972-73; activities included program and curriculum assessment.
Evaluation of students' progress is by pre-, mid- and post-testing; an external auditor and evaluator prepares audit reports and program evaluation.

Mano a Mano
Mountain View School District
Contact: Emil Crespín, Project Director (213) 448-9804
2850 North Mountain View Road
EL MONTE, CALIFORNIA 91732

Spanish (Mexican American) Fourth funding year
Grades: K-3; 23 classes, 690 students (230 Anglo American, 460 Mexican American).
Staff of 26 bilingual professionals, 13 bilingual paraprofessionals, 115 volunteers; salaries paid from Title VII ESEA funds. Title VII funds constitute 100 percent of the 1973-74 project budget.
Three schools: Maxson, Monte Vista, Parkview.

Staff development activities anticipated for 1973-74 included preservice and inservice, conference attendance, workshops, and parent informational classes.
Activities in which the project director anticipated participation in 1973-74 included staff development, meetings of the advisory board, cultural celebrations, and evaluation. The local education agency expected to participate in cultural and historical celebrations, parent meetings and evaluation of the project.
Instructional materials are primarily commercially produced; the project has developed materials in areas of oral language and reading reinforcement. Materials to be developed during 1973-74 included a curriculum guide and heritage-cultural material. Materials and information are disseminated from the project's resource center.
Content areas stressed at each level are: Kingergarten--concepts and oral language, Grades 1-3--oral language, reading and math. The classroom is organized in a learning center format with 4 or more learning stations, a rotation basis and staggered reading sessions.

CALIFORNIA

Student achievement by ethnic majority and minority students in a second language is measured by the *Michigan Oral Language Test*, *Peabody Picture Vocabulary Test*, and *Ransom Reading Levels Test*; cooperative reading and cooperative math tests supplement the measurement of academic gains.
The Parent Advisory Group met 10 times during 1972-73; activities included learning about bilingual education and a review of the program. Parents assisted in the classrooms; community members assisted in cultural celebrations and fund-raising projects.
Evaluation of students' progress is by pre-, mid- and post-testing; the Education Testing Service conducts testing, on-site checking with staff members, and regularly scheduled observations.

Bilingual Education Project
Escondido Union School District
Contact: Robert Garrow, Project Director (714) 747-0112
5th and Maple
ESCONDIDO, CALIFORNIA 92025

Spanish (Mexican American) Fourth funding year
Grades: K-5; 11 classes, 330 students (165 Anglo American, 165 Mexican American). School district students not participating total 515 (500 Anglo American, 15 Mexican American).
Staff of 11 bilingual professionals, 1 professional monolingual, and 9 bilingual paraprofessionals, paid from district funds. Funds other than Title VII constitute 65 percent of the 1973-74 project budget.
One school: Felicita Elementary.

Staff development activities for 1973-74 included curriculum development in second language areas.
Activities in which the project director anticipated participating were curriculum development, administration, finance, and evaluation. The local education agency expected to participate in bookkeeping and financial records of the project.
Instructional materials are primarily commercially produced. The project has developed materials for kindergarten translated to Spanish from Southwest Regional Laboratory materials. The development of materials in all subjects in a second language was anticipated for 1973-74.
Content areas for Spanish and English as first and second languages include all areas of instruction.
Curriculum areas stressed at each level are the language arts. The classroom is organized primarily for small group instruction.
Student achievement by ethnic minority and ethnic majority students in a second language is measured by the *Inter-American Series* tests and has shown annual growth in oral

and reading ability. Academic progress is measured by standardized testing.
The Parent Advisory Group met 10 times during 1972-73. Activities included planning of programs, social gatherings and staff reports.
Evaluation of students' progress is made yearly by means of the *Inter-American Series Tests*, standardized district tests, (cooperative reading test,) and a teacher evaluation. The project coordinator evaluates test results and makes record of pupil performance in the project curriculum record.

A Bilingual and Bicultural Model Early Childhood Education Program
Fountain Valley School District
Contact: Robert Sanchis, Project Director (714) 842-6651
Number One Lighthouse Lane
FOUNTAIN VALLEY, CALIFORNIA 92708

Spanish (Mexican American) Fourth funding year
Grades: PreK-1; 6 classes, 120 students (58 Spanish language dominant, 62 English language dominant).
Staff of 1 principal, 1 administrator, 7 teachers, 1 specialist, 3 teacher aides, 5 community liaison, 1 clerk typist.
Funding other than Title VII ESEA is provided by other federal and local funds, and constitutes 40 percent of the 1973-74 project budget.
Two schools: La Escuela Colonia Juárez, Tamura.

Staff development activities anticipated for 1973-74 included regularly scheduled inservice sessions for the entire staff. Activities in which the project director anticipated participating include staff development and recruitment, evaluation, and implementation of the district project's Management by Objectives model.
Instructional materials for the project are commercially produced and adapted from commercial material by project personnel. The project has completed field tests and modifications of the *Fountain Valley Bilingual Affect Test*, modified the criterion-referenced *Basic Skills Test*, and updated the *Early Primary Curriculum Guide*.
Content areas taught in Spanish and English are oral language, science, art, math, social science and creative arts. Preschool learning expectancies include areas of creative movement, language, social and emotional development, thinking and creativity, music, art, social sciences, science and math.
The Parent Advisory Group held regularly scheduled meetings during 1972-73. Activities included classroom visitations, parent training sessions and the construction of teaching aids at the Curriculum Materials Center.

CALIFORNIA

Evaluation of students' progress is by means of pre- and post-testing with project-developed criterion-referenced tests and district *Bicultural Affect Test*, and written observations and evaluations by the project staff. An internal evaluator and Educational Testing Services provided the program evaluation.

Communicating and Learning Bilingually
Fresno County Department of Education
Contact: Harriet Jowett, Project Director (209) 488-3308
2314 Mariposa Street
FRESNO, CALIFORNIA 93721

Spanish (Mexican American) Fifth funding year
Grades: K-4; 16 classes, 1329 students.
Staff of 18 professionals, 17 paraprofessionals. (Statistics for 1972-73).
Four schools: Parlier-Tuolumne, Teague Elementary, Coalinga Unified, Huron.

Staff development activities anticipated for 1973-74 included inservice training for teachers and paraprofessionals.
Activities in which the project director participated included coordination of instruction, materials development and evaluation.
Instructional materials for the project are largely commercially produced.
Content areas taught in Spanish and English conform to California state guidelines; ESL and SSL are emphasized, with stress on initial instruction in the child's dominant language.
Student achievement in second language learning is measured by achievement tests and teachers' records.
The Parent Advisory Group fulfilled the advisory function during 1972-73; activities included classroom visitations, cultural celebrations, review of the annual continuation proposal.
Evaluation of students' progress is primarily by means of project-developed and standardized instruments. A contracted auditor performs the independent educational audit.

Bilingual-Bicultural Title VII Project
Fresno Unified School District
Contact: Harry C. Allison, Project Director (209) 224-4350
3132 East Fairmont
FRESNO, CALIFORNIA 93726

Spanish (Mexican American) Fifth funding year
Grades: K-4; 10 classes, 324 students (105 Anglo American,

195 Mexican American, 24 Black). Students not participating total 745 (295 Anglo American, 410 Mexican American, 40 Black). Staff of 9 bilingual professionals, 2 monolingual professionals, and 11 bilingual paraprofessionals paid from Title VII ESEA funds, 1 professional paid from other funds. Funds other than Title VII are provided by Title I and the school district, and constitute 50 percent of the 1973-74 project budget. One school: Winchell Elementary.

Staff development activities anticipated for 1973-74 included a 10-day summer workshop, a five-day supervisor's workshop and weekly inservice sessions.
Activities in which the project director anticipated participating during 1973-74 included negotiation of contracts, staff development, writing of Spanish materials and program administration.
Instructional materials for the project are developed and produced in conjunction with Consultants in Total Education, Incorporated. The project has developed a curriculum in all areas, including science, reading, math, Spanish syntax and Spanish reading, totaling approximately 10 strands. Anticipated materials development in 1973-74 included work in the same areas.
Content areas taught in the non-English (first) language of the student are Spanish, culture, math and social studies; all other areas are taught in English. English-speaking students are taught Spanish syntax and math in Spanish. The curriculum is completely integrated and strands are added according to the level of the student. The curriculum is process-oriented and the rationale is heuristic. The classroom is organized for large group instruction, with "breaks" which are completely individualized.
Student achievement in math, reading, and second language learning is measured by teacher report schedules, standardized achievement tests and picture analysis tests.
The Parent Advisory Group met 9 times during 1972-73; activities included coordination of resources for assisting in classroom instruction, program planning and dissemination of information related to the project.
Evaluation of the program is by an external evaluator. A contracted external auditor provides an independent educational accomplishment audit.

Fullerton Bilingual-Bicultural Education Program
California State University, Fullerton
Contact: Antonio Martínez Vega, Project Director (714) 870-2487
California State University
800 North State College Boulevard
FULLERTON, CALIFORNIA 92634

Spanish (Mexican American) Fifth funding year

Special project with teacher training, materials development and consultative services to school districts and individual projects.
Staff of 2.1 (manhour equivalence) administrators, 6.25 specialists, 1.5 evaluators, 9 teacher aides, 3.75 clerical personnel. The effort is toward bringing together a staff that will be "field tested" and ready to assume full responsibility for bilingual bicultural education when a department or division is authorized at the university. Funding is provided virtually 100 percent by Title VII ESEA.
Five school districts: El Rancho, Los Nietos, Montebello, Pomona, Orange.

Staff development activities anticipated for 1973-74 included college classes, consultation with specialists from local colleges and universities, and attendance at relevant conferences.
Activities in which the project director anticipated participating included supervision and planning of the budget and daily activities, and the recruitment and supervision of staff.
Instructional materials are developed at the project in a two-track program: continuation of development of near-commercial quality materials, and materials development workshops for development of materials for immediate use. Three goals for 1973-74 were to provide inservice training to school districts, to develop instructional materials, and to assist in the development and implementation of diffusion plans for Title VII ESEA projects.
Beginning in January 1973, the Parent Advisory Committee held monthly meetings; activities include materials development workshops and instructional workshops for parents.
Program evaluation is on a continuous basis, with results included in the Director's Quarterly Report of Program Activities. Audit services for the program are provided by an external, contracted auditor.

Gilroy Coordinate Program of Bilingual Education
Gilroy Unified School District
Contact: Dave Downing, Project Director (408) 842-5618
7663 Church Street
GILROY, CALIFORNIA 95020

Spanish (Mexican American) Fourth funding year
Grades: K-3; 4 classes, 120 students (48 Anglo American, 72 Mexican American). Students not participating total 255 (45 Anglo American, 210 Mexican American).
Staff of 1 bilingual professional and three bilingual paraprofessionals paid from Title VII ESEA funds, 4 professionals and 3 paraprofessionals paid from Gilroy Unified School District funds. Funds other than Title VII constitute 40 percent of the 1973-74 project budget.

One school: Eliot Elementary.

Staff development activities anticipated for 1973-74 include preservice and inservice training.
Activities in which the project director anticipated participating during 1973-74 were the bilingual staff meetings and preparation of the project proposal. The local education agency expected to participate in the program through funding of personnel and materials for kindergarten and first grade bilingual classes, and funding of professional and instructional staff in second and third grades.
Instructional materials are primarily commercially produced; the project has developed materials in areas of culture and language. Anticipated materials development during 1973-74 was in the area of language. Procedures used to disseminate materials and information to persons outside the Title VII program are the use of letters, telephone, written and oral notices, newspaper, television, and radio.
Content areas taught in the non-English (first) language are language, art, reading, music, math and social studies. The same areas are taught in English (the second language).
Areas taught in Spanish to English speakers are Spanish as a second language, music, art and stories.
Curriculum areas stressed at each level include dual language development in all subject areas. The classroom is organized primarily for small group instruction.
Student achievement by students of the ethnic majority and minority in a second language is measured by oral and written tests, which indicate an average of 30 percent gain in listening skills and 20 percent gain in speaking skills.
The Parent Advisory Group met 9 times during 1972-73; activities included holiday celebrations, dinners and a review of the program with suggestions for the proposal. Members of the community assisted with field trips, classroom instruction and materials development.
Evaluation of students' progress is by an external evaluator; annual tests are administered in areas of language, math, reading, music and art.

Gonzales ESL/Bilingual Project
Gonzales Union High School
Contact: Joseph P. Licano, Project Director (408) 675-2381
P. O. Box 939
GONZALES, CALIFORNIA 93926

Spanish (Mexican American) Fifth funding year
Grades: 9-12; 16 classes, 305 students (10 Anglo American, 240 Mexican American, 55 Mexican immigrants).

CALIFORNIA

Staff of 2 bilingual professionals and 2 bilingual paraprofessionals paid from Title VII ESEA funds, 4 professionals and 2 paraprofessionals paid from local education agency funds. Funds other than Title VII constitute 30 percent of 1973-74 budget.
One school: Gonzales Union High School.

Staff development activities anticipated for 1973-74 included inservice for new staff by the director.
Activities in which the project director anticipated participating in 1973-74 included preservice, inservice, evaluation, curriculum design, materials development and parent advisory organization.
Instructional materials are primarily commercially produced; the project has developed materials in areas of social studies (minorities studies, Mexican American history, U. S. history and U. S. government), basic science and consumer math. Materials development anticipated for 1973-74 included curriculum sequencing and coordination of materials in Spanish for Spanish speakers. Procedures used to disseminate materials to persons outside the Title VII program are distribution at conferences and mailing or personal delivery; surplus materials are available on request.
Content areas taught in Spanish include speech, consumer math, freshman social studies, Spanish for Spanish and English speakers, and geography. Content areas taught in English and Spanish simultaneously are U. S. history, driver education, Mexican American history, U. S. government, minorities studies, basic science and clerical training.
The classroom is organized primarily for lecture with small group and individualized instruction.
Student achievement by students of the ethnic majority and minority is measured by the *Inter-American Series* tests and teacher-constructed tests; indication of gains is the increase of students in "upper level" courses, interest in careers or college, and project students' being on the "honor roll."
The Parent Advisory Group met 5 times in 1972-73; activities included a school festival and review of district and project plans.
Evaluation of students' progress is by means of pre- and post- testing, primarily with teacher-constructed tests.
The project is evaluated by Educational Factors, Inc., with bimonthly visitations and a final evaluation in June.

Portuguese Bilingual Bicultural Project
ABC Unified School District
Contact: Frank J. Ochoa, Project Director (213) 860-3311
21815 South Norwalk Boulevard Ext. 121
HAWAIIAN GARDENS, CALIFORNIA 90716

Portuguese, Spanish (Mexican American). Fifth funding year

Grades: K-12; 15 classes, 400 students (190 Anglo American, 85 Mexican American, 115 Portuguese, 10 Dutch). Students not participating in the project total 2837 (1830 Anglo American, 552 Mexican American, 390 Portuguese and 65 Dutch).
Staff of 4 bilingual professionals paid from Title VII ESEA funds, 8 professionals, 9 paraprofessionals, and 5 volunteers, salaries paid from ABC Unified School District funds. Funds other than Title VII constitute 35 percent of the 1973-74 project budget.
Three schools: Elliott Elementary, Fay Ross Junior High, Cerritos High.

Staff development activities anticipated for 1973-74 included a one-week workshop.
Activities in which the project director anticipated participating during 1973-74 were the workshop, conferences and community activities. The local education agency planned to coordinate the Title VII program with the California State Bilingual Educational Act of 1972.
Instructional materials are primarily commercially produced, with some project-developed and produced. The project has developed materials for areas of Portuguese, Grades 1-3. Anticipated materials development for 1973-74 included areas of the elementary and secondary segments in Portuguese.
Curriculum areas stressed at each level are: language arts, games, math and reading. The classroom is organized primarily for team teaching with use of two-hour modules.
Student achievement by pupils in a second language was measured by standardized tests and indicated that 70 percent of non-English speakers were within one year of their age group and that 60 percent of Portuguese as a second language students were performing within their age bracket.
The Parent Advisory Group met 10 times during 1972-73; activities included a field trip, community functions and cultural activities. The parents and the PTA assisted in talks with the board of education favoring continuation of the project.
Evaluation of students' progress is by pre-and post-testing, by means of *TOBE (Test of Basic Experience)* and *CAT (California Achievement Test)*.

Bilingual Multicultural Education Project
Hayward Unified School District
Contact: Ronald L. Sousa, Project Director (415) 881-2738
P. O. Box 5000
HAYWARD, CALIFORNIA 94540

Spanish (Mexican American and Puerto Rican), Portuguese.
Second funding year
Grades: K-3; 15 classes, 450 students (225 Anglo American, 160 Mexican American, 20 Puerto Rican, 45 Portuguese).

CALIFORNIA

Staff of 19 bilingual professionals and 17 bilingual paraprofessionals paid from Title VII ESEA funds. Funds other than Title VII are provided by ESEA Title I, Senate Bill 90 and district funds, and constitute 50 percent of 1973-74 project budget.
Six schools: Bowman, Burbank, Cherryland, Markham, Muir, Sequoia.

Staff development activities anticipated for 1973-74 included a weeklong preservice session, two inservice sessions per month, and extension classes developed by local colleges.
Activities in which the project director anticipated participating included cultural programs, course and materials development and evaluation. The local education agency expected to participate in the program through adult education classes in Spanish, English and Portuguese.
Instructional materials are primarily commercially produced and adapted from commercial material by project personnel.
Anticipated materials development for 1973-74 included multicultural language experience units and a Portuguese reading readiness program. Procedures used to disseminate materials and information are the use of news media and a newsletter.
Content areas taught in English and the non-English (first) language are language arts, reading, mathematics and social studies.
Curriculum areas stressed at each level are oral language and reading skills development in the dominant language.
The classroom is organized primarily in ungraded primaries involving multi-age grouping with individualized diagnostic, prescriptive learning.
Student achievement in second language acquisition and academic progress is evidenced by the number of students remaining at grade level and use of children's dominant language at school.
The Parent Advisory Group met 12 times during 1972-73; activities included individual school potluck dinners, costume making for celebrations and a task force for revision of the continuation application.
Evaluation of students' progress is by pre-, mid-, and post-testing, process evaluation and criterion-referenced testing.
An external evaluator measures the instructional, parent involvement, and management components; bimonthly visitations were planned for 1973-74.

Bilingual Education Project
Healdsburg Union Elementary School District
Contact: John S. Kateley, Project Director (707) 433-5571
304 Center Street
HEALDSBURG, CALIFORNIA 95448

Spanish (Mexican American) Fifth funding year

Grades: 1-5; 5 classes, 130 students (35 Anglo American, 95 Mexican American). Students not participating in the project total 851 (516 Anglo American, 335 Mexican American).
Staff of 2 bilingual professionals, 1 monolingual professional and 2 bilingual paraprofessionals paid from Title VII ESEA funds; 3 professional and 3 paraprofessionals paid from district funds. Funds other than Title VII constitute 85 percent of the 1973-74 project budget.
Two schools: Healdsburg Union, Fitch Mountain.

Staff development activities included diagnosing of learning problems, and emphasis on individualized instruction.
The project director anticipated continuation of his activities in planning and monitoring project progress. The local education agency participates in planning, monitoring, and directing fiscal management.
Instructional materials used in the project are primarily commercially produced. Information concerning the project is available on request.
Content areas taught in the non-English (first) language are reading readiness and social studies. Areas taught in English (the second language) are the arts, physical education and math. Social studies is taught in Spanish to English speakers. Spanish and English are used simultaneously in teaching math, physical education and fine arts.
Curriculum areas stressed at each level are reading, language development, math and social studies. The classroom is organized primarily for small group instruction in a team teaching situation with teacher and aide.
Student achievement in language acquisition has shown steady progress; intercultural interaction has been evidenced by many more incidents of students of differing ethnic origins playing together.
Parent groups for the individual grades met for coordination of instructional assistance and review of the program.
Evaluation of students' progress is made biannually by the internal evaluator, monthly by the teacher, and biannually by the external auditor; the school psychologist makes evaluations biannually.

King City ESL/Bilingual Project
King City Joint Union High School District
Contact: Joaquín A. Chávez, Project Director (408) 385-5461
720 Broadway
KING CITY, CALIFORNIA 93930

Spanish (Mexican American) Fourth funding year
Grades: 9-12; 16 classes, 182 students (22 Anglo American, 160 Mexican American). Students not participating in the project total 820 (588 Anglo American, 232 Mexican American).

Staff of 3 bilingual professionals, 2 monolingual professionals and a half-time bilingual paraprofessional paid for Title VII ESEA funds; 4 professionals and 3 paraprofessionals paid by local education agency funds. Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
One school: King City Union High School.

Staff development activities anticipated for 1973-74 included a summer workshop.
The project director anticipated participating in testing, evaluation, a summer workshop and adult classes in the community.
Instructional materials used by the project are primarily adapted from commercial material by project personnel. The project has developed materials in English as a second language and Spanish American literature (culture). Materials development anticipated for 1973-74 included areas of English as a second language, Spanish American literature and Mexican history.
Content areas for the non-English (first) language include Spanish American literature, driver training, industrial arts, geography, world history and English as a second language. Areas taught in English (the second language) are U. S. history, Mexican history, civics, math and science. Instruction in Spanish to English speakers is in areas of Spanish American literature and Mexican history. Both languages are used simultaneously in teaching art and industrial arts.
Curriculum areas stressed at each level are English as a second language and culture. The classroom is organized primarily for group instruction utilizing teaching assistants. Academic progress during the past year is indicated by the fact that 25 percent of the senior class is Mexican American, as compared to an average of 15 to 17 students in the years 1968-72.
The Parent Advisory Group met 4 times during 1972-73; activities included class visitations, adult education classes, cultural celebrations and a review of the program.
Evaluation of students' progress is by means of pre-, interim and post- testing with the *Inter-American Series*, *Nelson's Testing*, non-verbal tests and teacher-made tests.

Project Bueno
Hacienda La Puente Unified School District
Contact: Juanita Cirilo, Project Director (213) 333-2201
15959 East Gale Avenue
LA PUENTE, CALIFORNIA 91744

Spanish (Mexican American) Fifth funding year
Grades: K-7; 45 classes, 1488 students (714 Anglo American, 774 Mexican American).

Staff of 10 bilingual professionals, 35 monolingual professionals, 40 bilingual paraprofessionals paid from Title VII ESEA funds; 4 professionals, 40 paraprofessionals and 40 volunteers, salaries paid from local education agency funds. Funds other than Title VII constitute 25 percent of 1973-74 project budget. Four schools: Lassalette, St. Joseph, Nelson, Sparks.

Staff development activities anticipated for 1973-74 included recruitment of paraprofessionals and teachers, inservice for staff, and parent education and workshops.
The project director anticipated participating in needs assessment, proposal writing, implementation of the program, staff development, community involvement and program evaluation. The local education agency assists in fiscal administration.
Instructional materials for the project are primarily adapted from commercial materials by project personnel; the project has developed materials in areas of reading, social studies and music. Anticipated materials development for 1973-74 included areas of reading, language arts, math and Mexican American cultural heritage. The project also publishes a newsletter.
Content areas for the non-English (first) language are language arts and math. Areas taught in English (the second language) are language arts, math, social studies and science. Spanish is used in teaching English speakers in the areas of language arts and Mexican American cultural heritage; both languages are used simultaneously in teaching reading, language arts, music and art.
Curriculum areas stressed at each level are language arts, math and social studies. The classroom is organized for large group instruction (music, art), individualized instruction (reading, math) and small group instruction (Spanish reading, social studies and science).
Student achievement by students of the minority and majority cultures has been measured by standardized tests and indicates a rate of academic growth surpassing that of a national sample in many areas.
The Parent Advisory Group met monthly in 1972-73; activities included holiday celebration programs, classroom visitations and volunteer aide programs.
Evaluation of students' progress is by pre- and post- testing with publishers' criterion-referenced tests, teacher and aide observations, and teacher-made tests. The Educational Testing Service evaluates the project.

Title VII Bilingual Schools Program
Los Angeles City Unified School District
Contact: Ramiro García, Project Director (213) 223-3354
1555 Norfolk Street (Room 15)
LOS ANGELES, CALIFORNIA 90033

Spanish (Mexican American) Fourth funding year

CALIFORNIA

Grades: K-4; 80 classes, 2000 students (70 Anglo American, 1810 Mexican American, 28 Chinese, 12 American Indian, 72 Black, 8 Filipino). Students not participating in the project total 581 (33 Anglo American, 489 Mexican American, 14 Chinese, 6 American Indian, 35 Black, 4 Filipino).
Staff of 88 bilingual professionals and 44 bilingual paraprofessionals paid from Title VII ESEA funds; 30 paraprofessionals paid from Los Angeles Unified School District funds. Funds other than Title VII constitute 25 percent of the 1973-74 project budget.
Five schools: Bridge Street, City Terrace, Huntington Drive, Second Street, San Antonio de Padua.

Staff development activities anticipated for 1973-74 included a summer preservice session for new teachers and inservice for all teachers.
Activities in which the project director anticipated participating were the summer preservice, community involvement, staff recruitment and in-project evaluation. The local education agency funds grades K-1 and participates in staff development.
Instructional materials for the project are primarily commercially produced. The project has developed materials in English as a second language, reading in Spanish, and Hispanic culture (music, games and riddles). Materials development anticipated for 1973-74 included areas of previous development as well as mathematics.
Content areas taught in Spanish and English to students of all cultures include math, science, health, safety, social studies and language arts.
Curriculum areas stressed at each level are: grades K-2--language arts, grades 3-4--language arts, social studies, health, safety and science. The classroom is organized primarily into a learning center for individualized instruction by bilingual teacher and aide.
Student achievement by students in second language learning is measured by written tests and observations of verbal ability. Improvement in the pupils' self-concept is indicated by results of the *Self-Concepts Inventory*.
The Parent Advisory Group met 9 times during 1972-73; activities included parent workshops, classroom visitations, holiday celebration programs and work on the Senate Bilingual Hearings. Community members assisted in the classroom and with cultural activities.
Evaluation of students' progress is according to the project's Title VII evaluation design schedule; an external audit is performed biannually.

Castelar Bilingual Education Program
Los Angeles Unified School District
Contact: Doris Wong, Project Director (213) 622-8310
850 Yale Street
LOS ANGELES, CALIFORNIA 90012

Chinese, Spanish (Mexican American) Third funding year
Grades: K-2; 12 classes, 330 students (248 Chinese, 82 Mexican American).
Staff of 13 bilingual professionals, 1 monolingual professional, 14 bilingual paraprofessionals paid from Title VII ESEA funds; 3 professionals, 4 paraprofessionals and 5 volunteers, salaries paid from Los Angeles Unified School District funds. Funds other than Title VII constitute 33 percent of the 1973-74 project budget.
One school: Castelar Elementary.

Staff development activities anticipated for 1973-74 included a preservice workshop.
Activities in which the project director anticipated participating during 1973-74 included staff development, budgeting of funds, materials development and social gatherings.
Instructional materials developed for use at the project include bilingual, bicultural filmstrips and tapes, and bicultural games. Anticipated materials development for 1973-74 included areas of Chinese, Spanish, and English curricula. Procedures used to disseminate materials to persons outside the Title VII program included mailing to other projects and distribution to programs in the school district.
Content areas taught in the first and second languages simultaneously include reading, handwriting, language arts, math, physical education and music. The classroom is organized in kindergarten for team teaching with a Chinese-speaking and a Spanish-speaking teacher (a Spanish aide and a Chinese aide make small group teaching possible); the first grade classroom is organized with alternating Chinese and Spanish classes for math, music and physical education.
Student achievement by pupils in language acquisition and academic progress is measured by standardized tests, taping, and criterion testing by teachers.
The Parent Advisory Group met 5 times during 1972-73; activities included holoday celebration programs and a review of the project and instructional materials.
Evaluation of students' progress is made by pre- and post-testing by teachers, evaluator and coordinator; a continuing process of evaluation is maintained throughout the year.

Los Nietos Bilingual Bicultural Project
Los Nietos School District
Contact: Martín Montaño, Project Director (213) 698-9851
P. O. Box 2006
LOS NIETOS, CALIFORNIA 90606

Spanish (Mexican American) Fifth funding year
Grades: K-8; 100 classes, 2667 students (2000 Mexican American, 2 Korean, 1 French, 1 Dutch, 3 Japanese, 1 Indian, 3 Black, 656 Anglo American).

Staff of 2 bilingual professionals, 9 bilingual paraprofessionals paid from Title VII ESEA funds; 100 professionals, 53 paraprofessionals paid from district and state funds. Funds other than Title VII constitute 2 percent of the 1973-74 project budget.
Five schools: Los Nietos, Rancho Santa Gertrudes, Aeolean, A. S. Nelson, W. Wiggins.

Staff development activities anticipated for 1973-74 included the use of curriculum guides and criterion-referenced tests. Activities in which the project director anticipated participating in 1973-74 included administrative duties; community involvement and attendance at conferences.
Instructional materials for the project are primarily commercially produced. The project has developed curriculum guides, criterion tests and kits for individualized instruction; anticipated materials development includes further work on kits for individualized instruction.
All content areas are taught in Spanish and English interchangeably to all students.
Curriculum areas stressed at each level are: primary--language expansion, middle--skills, intermediate--content in math, science and history. The classroom is organized primarily in family style grouping with individualized instruction.
Student achievement by ethnic majority and minority students in second language learning and academic progress has been shown by improved primary reading scores on the state testing program. Improvement in pupils' self-concept has been measured by pre- and post- testing with the *McDaniel Inferred Self-Concept Scale.*
The Parent Advisory Group met 10 times during 1972-73; activities included participation in review of curriculum guides, continuation grant, and plans for district office location.
Evaluation of students' progress is by pre- and post- testing by means of standardized tests.

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Bilingual Instruction for Spanish Speaking Pupils
Marysville Joint Unified School District
Contact: Felipe E. Lozano, Project Director (916) 743-9267
504 "J" Street
MARYSVILLE, CALIFORNIA 95901

Spanish (Mexican American) Fifth funding year
Grades: K-5; 14 classes, 405 students (207 Anglo American, 218 Mexican American).
Staff of 23 bilingual professionals and 19 bilingual paraprofessionals paid from Title VII ESEA funds; 4 paraprofessionals paid from state bilingual program funds. Funds other than Title VII constitute 10 percent of the 1973-74 project budget.

*Four schools:* Marysville Preschool, Olivehurst Preschool, Linda Preschool, Kynoch, and Cedar Lane.

Staff development activities anticipated for 1973-74 included bimonthly inservice sessions.
Activities in which the project director anticipated participating included management and coordination of the project.
Instructional materials are produced commercially and by the project, as well as adapted for the project from commercial material by the project staff. The project has developed materials in language arts and a set of criterion-referenced tests. Anticipated materials development for 1973-74 included revision of a pre-reading activities booklet for Spanish-speaking pupils. Materials developed by the Marysville program are available on request at cost.
Content areas taught in English and Spanish as first and second languages include language arts and fields of knowledge, with each student placed within a curriculum framework according to his developmental state and background of experience.
Curriculum areas stressed at each level are Spanish and English vocabulary and semantics, combined with fields of knowledge and written language. The classroom is organized primarily in team teaching units, open classroom and individualized instruction.
Student achievement in second language learning is measured by standardized tests which indicate greater improvement in Grades 4-6, after the student has a grasp of language skills in his native language.
The Parent Advisory Group met 4 times during 1972-73; activities included review of the project, recommendations, and coordination with volunteers in the classroom.
Evaluation of students' progress is made by teachers and the evaluator by means of project-developed criterion-referenced tests.

Orange Bilingual-Bicultural Project
Orange Unified School District
Contact: Tomás Sáenz, Project Director (714) 997-6321
370 North Glassell Street
ORANGE, CALIFORNIA 92666

Spanish (Mexican American) Fourth funding year
Grades: 7-11; 31 classes, 250 students (50 Anglo American, 200 Mexican American). Students not participating total 5534 (5156 Anglo American, 378 Mexican American).
Staff of 18 bilingual professionals and 18 bilingual paraprofessionals paid from Title VII ESEA funds. Funding other than Title VII is provided by district funds, and constitutes 40 percent of the 1973-74 project budget.

CALIFORNIA

Four schools: Portolá Junior High School, Santiago Junior High School, Orange High School, El Modena High School.

Staff development activities anticipated for 1973-74 included inservice sessions.
Activities in which the project director anticipated participating during 1973-74 included serving as coordinator for Title VII and Title I projects.
Instructional materials for the project are commercially produced and project-developed and produced. Anticipated materials development during 1973-74 included areas of language arts, social studies and ESL.
Content areas taught in Spanish and English to students of both cultures are language arts and social studies. English, Spanish and language arts are stressed at each level. The classroom is organized primarily for small group and individualized instruction.
Student achievement in second language learning is indicated by test scores and average or better ability to speak or understand the language. Indicators of academic progress are the continued interest in the program and improved coursework.
The Parent Advisory Group met 4 times during 1972-73; activities included general sessions, a bilingual bicultural potluck dinner, inservice sessions, a cultural workshop and classroom visitations.
Evaluation of students' progress is by means of pre- and post-testing with criterion-referenced and standardized tests; an internal evaluator and an outside evaluator administer tests and prepare the evaluation reports.

Project Esperanza
Oxnard Union High School District
Contact: Madeline Miedema, Project Director (805) 486-2636
309 South K Street
OXNARD, CALIFORNIA 93030

Spanish (Mexican American) Second funding year
Grades: 9-10; 22 classes, 350 students (110 Anglo American, 205 Mexican American, 25 Black, 10 other). Students not participating in the project total 1850 (910 Anglo American, 690 Mexican American, 200 Black, and 50 of other ethnic groups).
Staff of 9 bilingual professionals, 1 monolingual professional, and 14 bilingual paraprofessionals paid from Title VII ESEA funds; 15 professionals and 20 volunteers, salaries paid by H.E.W. funds. Funds other than Title VII constitute 80 percent of the 1973-74 project budget.
One school: Oxnard Union High School.

Staff development activities anticipated for 1973-74 included a two-week workshop for teachers to develop individual learning packets, and five one-day workshops.

Activities in which the project director anticipated participating during 1973-74 included staff development activities and comprehensive student residency visitations.
Instructional materials for the project and primarily adapted from commercial material by project personnel. The project has developed materials for ninth graders in areas of English-Spanish curriculum, math, science (EVD), and government. Anticipated materials development for 1973-74 included areas of algebra, biology, English and Spanish language arts for tenth graders, and activities for Mexican American and cultural studies. A monthly newsletter is produced by the project.
Content areas taught in English and Spanish include math, biology, cultural studies, government, and Mexican American studies.
Curriculum areas stressed at each level are heritage and culture appreciation and attitude change. The classroom is organized primarily for team teaching, with individualized instruction in smaller groups.
Student achievement by members of the ethnic minority and ethnic majority was measured by standardized testing and indicates reading and academic progress in Title VII project participants far above that of nonparticipants.
The Parent Advisory Group met 3 times during 1972-73; activities included a potluck dinner and attendance at bilingual conferences. Community involvement included class visits to the city council and the police department.
Evaluation of students' progress is by means of pre- and post-testing with locally produced tests and the English and Spanish version of the Guidance Testing Associate *Reading Test*. The project is evaluated internally, and audited under external contract.

A Bilingual Approach to Secondary Curriculum Reform
Coachella Valley Unified School District
Contact: Eleanor J. Martin, Project Coordinator (714) 346-4541
73333 Shadow Mountain Drive
PALM DESERT, CALIFORNIA 92260

Spanish (Mexican American) Second funding year
Grades: 9-12; 15 classes, 220 students (70 Anglo American, 150 Mexican American).
Staff of 4 bilingual professionals, 2 monolingual professionals, and one bilingual paraprofessional paid from Title VII ESEA funds. Title VII funds constitute 100 percent of the 1973-74 budget.
One school: Coachella Valley High School.

Staff development activities anticipated for 1973-74 included inservice training and instruction in pre-and post-testing.

Activities in which the project director anticipated participating during 1973-74 included staff development, materials acquisition, coordination and evaluation.
Instructional materials are project-developed and produced, commercially produced, and adapted from commercial materials by project personnel. The project has developed criterion-referenced tests in driver's education, social studies, oral communications, basic science and math. Anticipated materials development in 1973-74 included additional translations of tests and refinement of behavioral and process objectives. Spanish translations of tests are available on request.
Content areas taught in Spanish and English are history of Mexico, Mexican American studies, world history and geography, U. S. history and government, basic science, algebra, driver education, bicultural art, Southwestern literature, speech and bilingual language arts. The classroom is organized to benefit the student, with diagnostic and prescriptive methods applied.
Student achievement by students of ethnic minority in second language acquisition is indicated by the dramatic increase in percentage of students who remain in school.
The Parent Advisory Group met 4 times during 1972-73; activities included an open house, student field trips and a review of the project.
Evaluation of students' progress is made according to teachers' behavioral and process objectives, and the coordinator-counselor, evaluator and auditor make onsite visits. The formal evaluation utilizes teachers' data, parent and student surveys, and results on criterion-referenced tests.

Bilingual Bicultural Education Para Los Estudiantes de El Rancho
El Rancho Unified School District
Contact: Benjamin J. Crespín, Project Director (213) 692-0551
5211 South Passons Blvd.
PICO RIVERA, CALIFORNIA 90660

Spanish (Mexican American) Fourth funding year
Grades: K-1, 12 classes, 360 students (100 Anglo American, 260 Mexican American). Students not participating total 466 (all Anglo American).
Staff of 8 bilingual paraprofessionals paid from Title VII ESEA funds; 7 professionals and 3 paraprofessionals paid from other funds; 20 volunteers. Funding other than Title VII is provided by the local education agency and constitutes 60 percent of the 1973-74 project budget.
One school: South Ranchito Elementary School.

Staff development activities anticipated for 1973-74 included classes in conversational Spanish, workshops, district in-service training and curriculum writing.

Activities in which the project director anticipated participating during 1973-74 included conferences, Spanish curriculum writing, and parent workshops.
Instructional materials for the project are commercially produced, project-developed and produced, and adapted from commercial material by project personnel. The project has developed materials including the Spanish alphabet, teaching games, a Spanish dictionary and a kindergarten resource book. Anticipated materials development during 1973-74 included teaching games and materials about bilingual team teaching methods.
All content areas are taught in both Spanish and English. The classroom is organized for team teaching in small groups or large groups as needed.
Student achievement in second language learning and academic progress are measured with a wide range of achievement tests, teacher-made tests and oral tests.
The Parent Advisory Group met 10 times during 1972-73; activities included classroom visitations, reviewing materials, approving the budget and continuation proposal, writing by-laws, and planning and participating in cultural events.
Evaluation of students' progress is by means of teacher-made and achievement tests. A team from California State University at Fullerton provides pretesting, and interim and final reports.

Integrated Bilingual Bicultural Education Project
Pomona Unified School District
Contact: Ken Noonan, Project Director (714) 623-5251
800 South Garey Avenue Ext. 328
POMONA, CALIFORNIA 90606

Spanish (Mexican American) Fifth funding year
Grades: K-12; 35 classes, 660 students (175 Anglo American, 430 Mexican American, 25 Black, 30 Cuban).
Staff of 3 bilingual professionals, 1 monolingual professional, 5 bilingual paraprofessionals paid from Title VII ESEA funds, 12 professionals and 12 paraprofessionals paid from state and local funds. Funds other than Title VII constitute 25 percent of the 1973-74 project budget.
Ten schools: Garey High School, Fremont Junior High School, Simons Junior High School; Alcott, Hamilton, Madison, Roosevelt, Philadelphia, Washington, and Westmont Elementary Schools.

Staff development activities anticipated for 1973-74 included a continuous inservice program in coordination with a local university.
Activities in which the project director anticipated participating included continued reorganization of the extended program as well as staff development and materials development.

CALIFORNIA

The local education agency anticipated assumption of the costs of instruction and development of a comprehensive bilingual program.
Instructional materials for the project are primarily adapted from commercial material by project personnel. The project has developed leadership materials in speech and drama and parliamentary procedures, and a curriculum guide and resource handbook. Anticipated materials development for 1973-74 included reading, math, social studies and language arts for grades K-10.
Content areas taught in English and Spanish are reading, math, social studies and language arts.
Curriculum areas stressed at each level are: grades K-3--language arts, reading and math; grades 4-6--language arts and social studies; grades 7-10--math, literature, language arts, history, speech, drama and leadership skills. The classroom is organized for individual instruction, learning centers, small group instruction, and team teaching; 2 schools use I.G.E. management.
The Parent Advisory Group met 6 times during 1972-73; activities included a review of the project, programs on drugs and gang violence, and coordination with classroom volunteers.
Evaluation of students' progress is made by means of pre- and post- objectives listings, with in-house tests and surveys and commercial standardized tests. In addition, an external evaluator makes quarterly assessments using district information, visitations, and student folders.

Pilot Bilingual Program: Grades K-5
Redwood City School District
Contact: Kenneth G. Woody, Project Director (415) 365-1550
815 Allerton Street
REDWOOD CITY, CALIFORNIA 94063

Spanish (Mexican American) Fifth funding year
Grades: K-5; 6 classes, 180 students (60 Anglo American, 120 Mexican American). Students not participating total 432 (290 Anglo American, 109 Mexican American, 9 Chinese, 3 American Indian, 21 Black).
Staff of 7 bilingual paraprofessionals paid from Title VII ESEA; 1 professional paid from district funds; 15 volunteers.
One school: Garfield Elementary.

Staff development activities include inservice sessions and activities sponsored by the Spanish Curricula Development Center and the CANBBE project.
Activities in which the project director anticipated participating during 1973-74 included inservice activities, professional visitations and conferences.
Instructional materials used by the project are primarily those adapted from commercial material by project personnel.

The project is a participant in the Spanish Curricula Development Center (SCDC) and the CANBBE project. Anticipated materials development during 1973-74 included areas of reading, social studies, arithmetic, science and the fine arts.
Content areas taught in Spanish and English are reading, arithmetic, social studies and science.
All curriculum areas are stressed at each level. The classroom is organized for individualized instruction, and includes a bilingual teacher and a bilingual instructor aide.
Student achievement in second language learning is measured with the *California Test of Basic Skills*, the *Inter-American Series Test*, teacher-made tests, and teachers' and parents' subjective evaluations. Improvement in intercultural interaction has been evidenced by decreased vandalism, decreased fighting on the school yard, and Mexican American student leaders' participation in school government.
The Parent Advisory Group met 10 times during 1972-73; activities included planning an ethnic party, working on program goals and objectives, serving on the principal's advisory group, classroom visitations on a scheduled basis and a parent volunteer program.
Evaluation of students' progress is by means of pre- and post-testing in September and June with standardized and project-developed instruments.

Project Unidos
Riverside County Schools
Contact: Fernando Worrell, Project Director (714) 787-2507
4015 Lemon Street
RIVERSIDE, CALIFORNIA 92502

Spanish (Mexican American) Fourth funding year
Grades: K-6; 34 classes, 1020 students.
Staff of 26 bilingual professionals, 8 monolingual professionals and 34 bilingual paraprofessionals paid from Title VII ESEA funds. Funds other than Title VII are provided by the local districts, which provide 40 percent of the 1973-74 project budget.
Nine schools in five districts: La Granada in Alvord U.S.D.; Garretson and Lincoln in Corona-Norco U.S.D.; Machado in Elsinore Union S.D.; Perris and Goodhope in Perris Elementary S.D.; Highgrove, Jackson, and Washington in Riverside U.S.D.

Staff development activities anticipated for 1973-74 included inservice education and a county-wide bilingual conference.
Activities in which the project director anticipated participating included staff development and coordination of parent volunteer activities and evaluative procedures.
Instructional materials for the project are project-developed and produced and commercially produced. The project has

developed criterion reference tests and a bilingual bicultural teachers' resource book. Anticipated materials development includes revision of the criterion-referenced tests.
Content areas taught in English and Spanish are reading, math, science, social science and language arts. The classroom is organized for large and small group instruction, with a bilingual teacher aide in each classroom.
Student achievement in second language learning is indicated by t ratio scores and percentages of completed objectives on criterion-referenced tests; results indicate success in Spanish reading and math within all districts.
The Parent Advisory Group met 6 times during 1972-73; activities included review and suggestions for the program, field trips, and a monthly newsletter with items by teachers and students.
Evaluation of students' progress is by means of criterion-referenced instruments, as well as state-mandated and district-standardized instruments. The project director served as program evaluator and prepared evaluation reports.

Bilingual/Bicultural Education Program
Rowland Unified School District
Contact: Manuel Viscaíno, Project Director (213) 965-3404
1830 Nogales Street
ROWLAND HEIGHTS, CALIFORNIA 91748

Spanish (Mexican American) Fourth funding year
Grades: K-3; 8 classes, 240 students (160 Spanish language dominant, 80 English language dominant).
Staff of 1.3 administrators (manhour equivalence), 12 teachers, 8 teacher aides, 1 community liaison, 1 clerk. Funding other than from Title VII ESEA is provided by local, state and Title I funds, and constitutes 65 percent of the 1973-74 project budget.
Two schools: Northam, Villacorta.

Staff development activities anticipated for 1973-74 included a series of workshops and seminars for teachers and paraprofessionals in the language of the barrio, contrastive structures in English and Spanish, teaching culture through dance, Spanish language development and political awareness.
Activities in which the project director anticipated participating during 1973-74 included project administration and coordination of instruction, staff development and evaluation.
Instructional materials used by the project are primarily commercially produced. The project has developed a *Translation Ability Test* for grade 1, and a curriculum guide for grades K-3 which includes suggestions for implementing the continuous progress program.

Content areas taught in English and Spanish are language arts, oral language skills, math, cultural activities and visual perception activities. The classroom is organized for appropriate use of teacher aides, cross-age tutors, parent volunteers and older students as mini-teachers.
The Parent Advisory Group met monthly during 1972-73. Activities included contribution to the continuation proposal, review of the program plans, student field trips, a classroom volunteer program and attendance at the Back-to-School *Fiesta* in September.
Evaluation of students' progress is by means of pretesting and posttesting with district-adopted standardized achievement tests and criterion-referenced tests. The external auditor and external evaluator prepare midyear and final reports by means of review of project records, inservice meetings with project staff, and test results.

Early Childhood Bilingual Education Program
Sacramento City Unified School District
Contact: David Martínez, Project Director (916) 454-8768
2930 21st Street
SACRAMENTO, CALIFORNIA 95824

Spanish (Mexican American) Fifth funding year
Grades: PreK-5; 17 classes, 785 students (172 Anglo American, 288 Mexican American, 190 Black). Students not participating total 465 (403 Anglo American, 2 American Indian, 60 Black).
Staff of 16 bilingual professionals, 10 monolingual professionals and 18 bilingual paraprofessionals paid from Title VII funds; 2 professionals and 28 paraprofessionals paid from S.B. 90 and Title I funds; 1 volunteer. Funds other than Title VII constitute 52 percent of the 1973-74 project budget.
Three schools: Ethel Phillips, Holy Angels, William Land.

Staff development activities anticipated for 1973-74 included lectures and an inservice workshop; topics were to include ESL, Indian history and remedial reading.
Activities in which the project director anticipated participating during 1973-74 included development of budget and curriculum, selection of staff, establishment of inservice, the Creative Materials Workshop and teaching a conversational Spanish class for monolingual staff.
Instructional materials are primarily project-developed and produced. The project has developed a teachers' manual for elementary grades, and supplements for intermediate grades. Anticipated materials development during 1973-74 included curriculum guides, audiovisual materials and games.
Content areas taught in Spanish and English are language arts, mathematical concepts, social studies and cultural appreciation. The classroom is organized into self-contained classroom with a supervisory teacher and teacher assistant.

The Parent Advisory Group met 12 times during 1972-73; activities included program planning, distribution of a handbook on program activities, providing evaluation reports and classroom demonstrations.
Oral and written evaluations of students' progress are made by the principal, teachers, bilingual teacher assistants and the vice principal coordinator. An internal evaluator prepares quarterly, mid-year and end of year reports, establishing a comparison with performance criteria as stated in the evaluation design, and creating a comparison with the control group. The instructional component is evaluated in part with pre- and post- testing.

Early Childhood Bilingual Education Program: Asian Bilingual Bicultural Component
Sacramento City Unified School District, Component "B"
Contact: Max Waters, Acting Project Director (916) 454-8182
1619 N Street
SACRAMENTO, CALIFORNIA 95814

Chinese Second funding year
Grades: PreK-6; 13 classes, 392 students (1972-73 statistics).
Staff of 2 professionals, 3 paraprofessionals.
One school: William Land Elementary.

Staff development activities anticipated for 1973-74 included regularly scheduled inservice training sessions and a preservice workshop.
Activities in which the project director anticipated participating included coordination of efforts with the sister project in Sacramento, administrative duties, and materials development for the project.
Instructional materials for the project are primarily project-developed and produced, and adapted from commercial materials by project personnel.
Content areas taught in Chinese and English conform to California state requirements. Emphasis on bilingual instruction in both Chinese and English includes simultaneous development of Chinese-English curricula in major subject areas.
The Parent Advisory Group held regularly scheduled meetings during 1972-73. Activities included program planning and classroom visitations.
Evaluation of students' progress is by pre- and post- testing with project-developed and standardized tests. A contracted auditor prepares interim and final reports by means of on-site visits and test results.

Project Bilingual Education: Adelante
St. Helena Unified School District
Contact: Richard G. Roche, Project Director (707) 963-2708
465 Main Street
ST. HELENA, CALIFORNIA 94574

Spanish (Mexican American) Fifth funding year
Grades: 9-12; 6 classes, 45 students (40 Mexican American, 3 Portuguese, 1 Japanese, 1 Arabic).
Staff of 2 teachers, 1 administrator, and one bilingual paraprofessional paid from Title VII ESEA funds; 2 part time supportive personnel paid from other funds. Funding other than Title VII is provided by the district and constitutes 10 percent of the 1973-74 project budget.
One school: St. Helena High School.

Staff development activities anticipated for 1973-74 included conferences, workshops and district inservice classes.
Activities in which the project director anticipated participating during 1973-74 included staff development, school visitations and planning for district assumption of program activities.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in Spanish in areas of math, geography, driver training, social studies, commercial subjects and first aid. Anticipated materials development during 1973-74 included areas of special need where prepared materials are either inadequate or unavailable.
Content areas taught in Spanish are math, language arts, history of Mexico, driver education, health and Hispanic heritage. ESL, Hispanic heritage and U. S. history are taught in English.
Curriculum areas stressed at each level are speaking, reading and writing in English. The classroom is organized for large and small groups, with emphasis on individualized instruction.
Student achievement in second language learning is indicated by the average student's achieving two months growth in reading proficiency for each month of participation in the program.
The Parent Advisory Group met 3 times during 1972-73. Activities included discussion and review of the program, and planning of field trips.
Evaluation of students' progress includes assessment of language, social studies, and attitudes. Dr. Trinidad V. Mueller and Associates utilize pre- and post- testing with standardized and district-developed instruments, interviews with students, teachers and parents, and classroom observations in implementing the evaluation design.

CALIFORNIA

Project Esperanza
Salinas City School District
Contact: August Caresani, Project Director (408) 422-4703
431 West Alisal Street
SALINAS, CALIFORNIA 93901

Spanish (Mexican American) Second funding year
Grades: K-2; 12 classes, 250 students (127 Anglo American, 219 Mexican American, 1 Chinese, 2 Indian, 1 Black). Students not participating in the project total 911 (306 Anglo American, 546 Mexican American, 22 Chinese, 37 Black).
Staff of 3 bilingual professionals, 1 monolingual professional, 14 bilingual paraprofessionals paid from Title VII ESEA funds; 9 professionals, 3 paraprofessionals, 25 volunteers, salaries paid from Salinas City School District funds. Funds other than Title VII constitute 50 percent of 1973-74 project budget.
Two schools: Sherwood, Roosevelt.

Staff development activities anticipated for 1973-74 included intergroup activities and inservice sessions.
Activities in which the project director anticipated participating during 1974 were planning, developing and implementing the program.
Instructional materials are primarily project-developed and produced; the project has developed materials in math.
Anticipated materials development for 1973-74 was in areas of math and reading. The project produces periodicals and a brochure to disseminate information to persons outside the Title VII program.
Content areas for the non-English (first) language of the student are reading and math. Instruction in the second language--ESL and SSL--is in the area of language development; reading and mathematics are taught in both languages simultaneously.
Curriculum areas stressed at each level are reading, math, and social studies. The classroom is organized primarily for small group instruction and for team teaching. Improvement in the pupils' self-concept and peer-group interaction has been evidenced by a decrease in absenteeism, celebration of holidays, and group interaction.
The Parent Advisory Group met 10 times during 1972-73; activities included participation in project planning, implementation, and evaluation.
Screening and evaluative committees included parents, members of the business sector, public agencies, the clergy and service agencies. The program is evaluated internally.

Bilingual-Cultural Exchange Project (BICEP)
San Bernardino County Schools
Contact: W. James Coleman, Project Director (714) 383-1482
172 West 3rd Street
SAN BERNARDINO, CALIFORNIA 92401

Spanish (Mexican American) Fourth funding year
Grades: K-7; 23 classes, 690 students (272 Anglo American, 404 Mexican American, 10 Portuguese, 4 Black).
Staff of 4 bilingual professionals, 1 monolingual professional, 7 bilingual paraprofessionals paid from Title VII ESEA funds; 23 professionals and 100 volunteers, salaries paid from district funds. Funds other than Title VII constitute 65 percent of the 1973-74 project budget.
Four schools: El Rancho (Chino), Paul Rogers (Colton), Lytle Creek and Richardson Junior High School (San Bernardino).

Staff development activities anticipated for 1973-74 included curriculum development, working with community volunteers and materials adaptation.
Activities in which the project director anticipated participating in 1973-74 included curriculum and program development, consultation to project sites and evaluation.
Instructional materials for the project are primarily adapted from commercial material by project personnel. The project has developed materials in areas of language arts, math, science, fine arts and history. Anticipated materials development for 1973-74 included the same areas; information and materials are distributed at regional workshops.
Content areas in Spanish and English are taught in an open classroom setting; curriculum comes from student interest and natural curiosity.
Student achievement by ethnic minority students in second language learning has been indicated by standardized tests; random interviews by an audit team indicate that third year students are reading and speaking Spanish with good facility. Academic progress by project participants has been shown by standardized tests to be greater than that of nonparticipants.
The Parent Advisory Group from Chino met 16 times in 1972-73; the Colton group met 32 times and the San Bernardino group met 51 times. Activities included parent volunteer planning, program development and implementation, and development of a procedure for evaluation.
Evaluation of students' progress is measured in proportion with goals set by parent, teacher, and child. The project evaluator meets monthly with each funded teacher to monitor teacher-pupil-parent developed objectives.

Elementary Bilingual Bicultural Center
San Bernardino City Unified School District
Contact: Peter M. Hernández, Project Director (714) 885-4431
799 North "F" Street Ext. 207
SAN BERNARDINO, CALIFORNIA 92410

Spanish (Mexican American) Second funding year

CALIFORNIA

Grades: K-6; 7 classes, 245 students (100 Anglo American, 130 Mexican American, 15 Black). Students not partipating total 370 (90 Anglo American, 250 Mexican American, 30 Black). Staff of 19 professionals, 7 bilingual paraprofessionals, 10 parent volunteers and 10 student volunteers, salaries paid from state and school district funds. Title VII funds constitute virtually all of the funding for Riley School.
One school: Riley Elementary.

Staff development activities anticipated for 1973-74 included inservice sessions and curriculum planning.
Activities in which the project director anticipated participating in 1973-74 included the expansion of the program to include 11 schools, field testing of project-developed materials, and implementing all components of the program.
Instructional materials for the project are project-developed and produced, commercially produced, and adapted from commercial material by project personnel. The project has developed materials in the areas of science (health), math, reading and social studies.
Content areas for the non-English (first) language of the student are language arts, math, beginning reading and social studies. All content areas are taught in English and Spanish simultaneously; content areas are taught within a systematic sequential approach broken down by grade levels.
Curriculum areas stressed at each level are language and culture. The classroom is organized for a small group process, with most learning taking place through youngsters' interaction with one another.
Student achievement in second language learning and academic growth is measured by standardized tests.
The Parent Advisory Group met 16 times during 1972-73; activities included program planning, theme meetings and student home visitations.
Evaluation of student progress is made by an external evaluator from Educational Testing Service, and includes monthly onsite visitations.

Materials Acquisition Project
San Diego Unified School District
Contact: Rafael M. Fernández, Project Director (714) 232-6864
2950 National Avenue
SAN DIEGO, CALIFORNIA 92113

Spanish, Portuguese Fourth funding year
Staff of 6 professionals, 20.5 (manhour equivalence) supportive personnel.

This is a special project providing support to other Title VII ESEA programs with the purpose of making instructional materials

published in Spanish- and Portuguese-speaking countries increasingly available to bilingual education classes in the United States.

The project's goals have been implemented through field testing, parallel curricula, publications and publicity, and acquisitions.

Field testing of materials during 1972-73 was carried out by 77 teachers from 19 sites who attended workshops at MAP, in addition to other teachers from 18 additional sites who had already received materials.

The parallel curricula program was responsible for the scheduling of workshops for 401 teachers representing 85 projects throughout the nation. Teachers selected materials at MAP for comparison with materials already in use; comparable skills and concepts being taught will be recorded, and the information collated and organized.

Publications and publicity involves publishing a monthly magazine, entitled *Materiales en Marcha para el Esfuerzo Bilingue Bicultural*, averaging 20 pages per issue and including articles featuring outstanding materials in the MAP collection. Other activities include the preparation of pamphlets, displays, and traveling book kits and presentations and exhibits at conferences and conventions.

The acquisitions staff has been responsible for totally processing 3,659 items (as of May of 1973) encompassing the fields of elementary and secondary education and including tapes, records, charts, games, and slides. Items of the collection which are outstanding with regard to their potential value to bilingual programs in the United States are featured in articles in the magazine *Materiales en Marcha*.

Far West Regional Adaptation Center of CANBBE
San Diego Unified School District
Contact: Leonard Fierro, Director (714) 232-2291
2950 National Avenue
SAN DIEGO, CALIFORNIA 92113

Attached to the Title VII ESEA Materials Acquisition Project of the San Diego City Schools, this is one of four regional centers coordinating efforts to regionalize materials developed by the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE) project and the Spanish Curricula Development Center in Miami Beach, Florida. Curriculum materials which were field tested and adapted regionally during 1972-73 included areas of social science, math and science, fine arts, Spanish as a second language and Spanish language arts.

CALIFORNIA

Chinese Bilingual Pilot Project
San Francisco Unified School District
Contact: Victor Low (415) 781-7898
950 Clay Street
SAN FRANCISCO, CALIFORNIA 94108

Cantonese (Chinese) Fifth funding year
Grades: 1-5; 11 classes, 300 students (120 Anglo American, 150 Chinese, 30 Black).
Staff of 11 bilingual professionals, 6 monolingual professionals and 7 bilingual paraprofessionals paid from Title VII ESEA funds; 5 paraprofessionals paid from school district funds.
Funds other than Title VII constitute 33 percent of the 1973-74 project budget.
Three schools: Commodore Stockton, Patrick Henry, St. Mary's.

Staff development activities anticipated for 1973-74 included inservice training of bilingual teachers.
Activities in which the project director anticipated participating during 1973-74 included inservice teacher training, program evaluation, and community relations.
Instructional materials are both commercially produced and project-developed and produced. The project has developed materials in areas of Chinese festivals, songs, stories, games and art activities, as well as Chinese reading and writing materials. Procedures used to disseminate materials and information to persons outside the Title VII program are the making available of brochures by mail and the display of booklets at conferences.
Content areas taught in Cantonese are Chinese reading and writing; reading and writing are taught in English as a second language. English-speaking students are taught Chinese as a second language; both languages are used simultaneously in teaching social studies, math and physical education. The classroom is organized in a variety of situations from large group instruction to individualized instruction.
Student achievement in second language learning by students of minority and majority cultures is indicated by the many students reading at grade level, and by the non-Chinese children being able to follow directions and enjoy a simple story in Chinese.
The Parent Advisory Group met 8 times during 1972-73; activities included an open house, a review of project aims and objectives and a Chinese music composition contest.
Evaluation of students' progress is made by means of pre- and post- testing in English as a second language, Chinese as a second language, and Chinese reading and writing.

Project to Advance Cultural Opportunities (PACO)
San Francisco Unified School District
Contact: Miguel Muto, Project Director (415) 824-0628
312 29th Street
SAN FRANCISCO, CALIFORNIA 94131

Spanish (Mexican American) Fourth funding year
Grades: K-5; 10 classes, 236 students (140 Spanish language dominant, 96 English language dominant).
Staff of 25 bilingual professionals, 5 monolingual professionals and 11 bilingual paraprofessionals paid from Title VII ESEA funds; 3 professionals and 2 paraprofessionals paid from other funds; 5 volunteers. Funding other than Title VII is provided by the San Francisco Unified School District and constitutes 70 percent of the 1973-74 project budget.
Three schools: Buena Vista Elementary, Marshall Elementary, Washington Irving Intermediate.

Staff development activities anticipated for 1973-74 included a week-long preservice workshop and regularly scheduled inservice workshop and regularly scheduled inservice sessions for staff, teachers and aides.
Activities in which the project director anticipated participating during 1973-74 included planning and implementation of the bilingual instructional program, assignments of regular and supportive staff, resource teachers and language specialists; coordination with project principals and other state and federal projects having input in bilingual education; and formulation of inservice training plans.
Instructional materials for the project are project-developed and produced, commercially produced, and adapted from commercial materials by project personnel. The project has developed materials in areas of reading readiness for kindergarten, social studies units, and elementary science materials for grades K-6.
Content areas taught in the non-English (first) language of the student are language arts, reading, social studies, science, culture and crafts. Areas taught in English (the second language) are language arts, math, science and reading. English-speaking students are taught Spanish as a second language, social studies, arts and crafts in Spanish.
The classroom is organized for teaming of teachers and paraprofessionals for dual-language, individualized instruction.
The Parent Advisory Group met 10 times during 1972-73. Activities included policy making, discussion of program progress, evaluation reports, creation of parent resource centers, parent-teacher workshops, a Community Open House, and Parent Unity Day.
Evaluation of students' progress is by means of an internal evaluator from the district's Department of Research and Evaluation. Interim and final evaluation reports are prepared.

Instructional Program in Bilingual Education
Sanger Unified School District
Contact: Henry Vásquez, Project Director (209) 875-6525
1801 Seventh Street
SANGER, CALIFORNIA 93657

Spanish (Mexican American) Fifth funding year
Grades: K-4; 5 classes, 134 students (108 Mexican American, 26 Anglo American). Students not participating total 179 (154 Mexican American, 25 Anglo American).
Staff includes a bilingual supervisor, 2 teacher aides, 1 community aide and an auditor paid from Title VII ESEA funds; 3 teacher aides, and 5 bilingual professionals are paid from other sources.
One school: Wilson Elementary.

Staff development activities anticipated for 1973-74 included a ten-day preservice workshop and a mid-year workshop.
Activities in which the project director anticipated participating during 1973-74 included staff and materials development and coordination of evaluative procedures.
Instructional materials for the project are primarily commercially produced. The project has developed and adapted curriculum guides for use in bilingual instruction.
Content areas conform to state requirements, and include math, social studies, health and safety, rhetoric and composition, geometry, science and language arts in Spanish and English.
The classroom is organized for large and small group instruction utilizing bilingual teacher aides and individualized instruction concepts.
Student achievement in second language learning and academic progress are measured by teacher tests and published instruments.
The Title VII Committee meets every other month and has increased its membership; it has put on several school programs and functions for the community. The sub-contracting agency is responsible for providing materials for a total curriculum for the fourth grade level with the possible exception of reading program materials, and provides and conducts training workshops and additional consultant services. The independent educational evaluation for 1973-74 is provided by an educational evaluator from Fresno State College.

Proyecto Anglo Latino
Alum Rock Union Elementary School District
Contact: Patricio L. Calderón, Project Director (408) 258-2303
3485 East Hills Drive
SAN JOSE, CALIFORNIA 95127

Spanish (Mexican American) Fourth funding year
Grades: K-5; 10 classes, 324 students (59 Anglo American, 259 Mexican American, 3 Portuguese, 3 Black). Students not participating are 49 percent Anglo American, 50 percent Mexican American and 1 percent Black.
Staff of 2 bilingual professionals, 10 bilingual paraprofessionals and 1 clerk typist paid from Title VII ESEA funds; 10 professionals and 5 paraprofessionals paid from other funds.

Funds other than Title VII are provided by district and voucher funds and constitute 70 percent of the 1973-74 project budget.
One school: Richard E. Conniff.

Staff development activities anticipated for 1973-74 included preservice and inservice sessions and bilingual conferences. Activities in which the project director anticipated participating during 1973-74 included staff development, conferences, teaching Spanish and serving as assistant administrator for the school.
Instructional materials for the project are primarily those adapted from commercial material by project personnel. The project has developed materials for all subjects, a curriculum for grades K-3, and Spanish stories for use in grades 3 and 4. Anticipated materials development for 1973-74 included more Spanish stories and a curriculum for grades 4 and 5 in all areas.
All content areas are taught in Spanish and English to students of both cultures.
All curriculum areas are stressed at each level, especially reading and writing. The classroom is organized for small group instruction (10 children per adult), individual teaching, team teaching, listening centers and large group instruction with individual help.
Student achievement in second language learning and academic progress is measured by *Peabody Picture Vocabulary Tests* and the *Conniff School Test of Basic Concepts*; specific program objectives met with a high level of success.
The Parent Advisory Group met 10 times during 1972-73; activities included classroom visitations and participation, a monthly newsletter, cultural celebrations, a potluck dinner and writing Spanish stories for the program.
Evaluation of students' progress is by means of pre- and post-testing with project-developed and commercial instruments. Program evaluation for 1973-74 is performed by the district evaluation department and the Rand Corporation.

Spanish Dame Bilingual Bicultural Education Project
Santa Clara County Office of Education
Contact: Toni R. Micotti, Project Director (408) 259-1248
1855 East San Antonio Street
SAN JOSE, CALIFORNIA 95116

Spanish (Mexican American) Fifth funding year
Grades: Preschool; 9 classes, 45 students (Mexican American).
Staff of 2 bilingual professionals, 9 bilingual paraprofessionals, 10 paraprofessionals, 1 community liaison, and 1 secretary paid from Title VII ESEA funds. Title VII funds constitute 100 percent of the 1973-74 project budget.

CALIFORNIA

The final year of the five-year pilot project involved 9 preschool home intervention classes meeting on a daily basis in the home.

Staff development activities anticipated for 1973-74 included preservice and inservice training of paraprofessional home tutors, as well as training of 10 headstart teachers and aides for a headstart program.
Activities in which the project director anticipated participating during 1973-74 included curriculum and staff development, evaluation and project management.
Instructional materials are both commercially produced and project-developed and produced. The project has developed a two-year daily curriculum for preschool and kindergarten pupils in Spanish and in English as a second language. Anticipated materials development is a training packet to include a teacher manual, a cassette with songs in the curriculum, a slide presentation, a ditto packet, and a curriculum description. Samples of project materials are available on request.
Content areas taught in Spanish for preschoolers are social and emotional development, sensory skills, culture, abstracting and mediating skills, perceptual-conceptual development and language development. Areas taught in English include most of those taught in Spanish, with an emphasis on language development. The classroom is organized in the home for small group instruction or regular class.
The Parent Advisory Group met 8 times during 1972-73; activities included a potluck dinner, special programs and coordination with home tutors and training.
Evaluation of students' progress is by means of pre- and post-testing with project-developed and commercial tests. The program is evaluated by the Center for Planning and Evaluation.

Bilingual Bicultural Education Program
Santa Ana Unified School District
Contact: Leo S. Cardona, Project Director (714) 558-5624
1405 French Street
SANTA ANA, CALIFORNIA 92701

Spanish (Mexican American) Fifth funding year
Grades: PreK-3; 42 classes, 1240 students (246 Anglo American, 994 Mexican American).
Staff of 24 bilingual professionals, 18 monolingual professionals, and 25 bilingual paraprofessionals paid from Title VII ESEA funds. Local funds constitute 65 percent of the 1973-74 project budget.
Five schools: Diamond Diagnostic, Fremont, Hoover, Monroe, Sierra.

Staff development activities anticipated for 1973-74 included conferences and workshops.
Activities in which the project director anticipated participating during 1973-74 included parent involvement and staff development.
Instructional materials for the project are project-developed and produced, commercially produced, and adapted from commercial material by project personnel. The project has developed measurement devices; curriculum development during 1973-74 included areas of testing and language arts.
Content areas taught in Spanish and English are language arts, mathematics and oral language.
Curriculum areas stressed at each level are language arts, math, language, and cultural studies. The classroom is organized for individualized instruction with some schools utilizing open space methods and others using self-contained classrooms.
Student achievement in second language learning is measured with criterion-referenced tests; a project-developed device is used to measure pupils' self-concept.
The Parent Advisory Group met 10 times during 1972-73; activities included inservice training, conferences, parent workshops and active contribution to the continuation proposal.
Evaluation of students' progress is on an ongoing basis and is accomplished by use of criterion-referenced measurement devices; an internal evaluator conducts ongoing visitations and observations.

Santa Barbara County Bilingual Project
Santa Barbara County Schools Office, Guadalupe School District
Contact: Susan T. Flores, Project Director (805) 964-4711
4400 Cathedral Oaks Road
SANTA BARBARA, CALIFORNIA 93111

Spanish (Mexican American) Fifth funding year
Grades: K-6; 7 classes, 175 students (31 Anglo American, 140 Mexican American, 1 Puerto Rican, 2 Black, 1 Filipino). Students not participating in the project total 433 (87 Anglo American, 324 Mexican American, 2 Black, 20 Filipino).
Staff of 4 bilingual professionals, 1 monolingual professional and 3 bilingual paraprofessionals paid from Title VII ESEA funds; 5 professionals, 5 paraprofessionals and 151 volunteers, salaries paid from district and state funds. Funds other than Title VII constitute 47 percent of the 1973-74 project budget.
Two schools: Main Street, Obispo Street.

Staff development activities anticipated for 1973-74 included inservice training.
Activities in which the project director anticipated participating included project administration, materials selection, community involvement and evaluation.

Instructional materials are project-developed and produced, commercially produced, and adapted from commercial material by project personnel. The project has developed checklists and criterion tests for reading, checklists for math, and checklists and activities by grade levels in oral language. Anticipated materials development for 1973-74 included a handbook on the implementation of bilingual education.
Content areas taught in the non-English (first) language include reading, writing, oral language and spelling. Spanish speakers are taught English as a second language, including oral English. Spanish as a second language and oral Spanish are taught to English-speaking students. Content areas taught in both languages simultaneously are math, science, social science, music and physical education.
Curriculum areas stressed at each level are English as a second language, Spanish as a second language, oral language, math and social sciences. The classroom is organized in small and large groups, by language or by ability, depending on the subject.
Student achievement in second language learning and academic progress is measured by a variety of commercial and project-developed instruments.
The Parent Advisory Group met monthly during 1972-73; activities included project evaluation and a classroom volunteer program.
Evaluation of students' progress is by project-developed checklists and worksheets, as well as commercial instruments.

Santa Paula Bilingual-Bicultural Project
Santa Paula School District
Contact: Joe Bravo, Project Director (805) 525-2182
P. O. Box 710
144 Davis Street
SANTA PAULA, CALIFORNIA 93060

Spanish (Mexican American) Fifth funding year
Grades: K-8; 80 classes, 2297 students (1509 Anglo American, 1775 Mexican American, 5 Chinese, 8 Black).
Staff of 2 bilingual professionals, 1 professional monolingual and 3 bilingual paraprofessionals paid from Title VII ESEA funds; 63 professionals, 27 paraprofessionals and 20 volunteers funded from other sources. Title VII funds constitute virtually all of the 1973-74 project budget.
Four schools: Grace Thille, Bedell, McKevett, Isbell JHS.

Staff development activities anticipated for 1973-74 included continued development of the bilingual reading program, in-service sessions, conferences and seminars.
Activities in which the project director anticipated participating during 1973-74 included staff and materials development and writing of proposals.

Instructional materials for the project are primarily project-developed and produced. The project has developed materials for a bilingual reading program, and in areas of bilingual oral language and bicultural studies. Anticipated materials development during 1973-74 included the same areas.
Content areas taught in the non-English (first) language of the student and in English as a second language include reading and bicultural oral language.
Curriculum areas stressed at each level are reading, oral language, foods, literature, and dances at the primary levels; anthropological studies at the intermediate levels; and history, politics and foods in the upper grades. The classroom is organized for small group, self-contained, team teaching, and individualized instruction.
Student achievement in second language learning and academic progress is measured with project-developed criterion-referenced tests as well as standardized tests; results have shown an average of 0.4 progress above grade level.
The Parent Advisory Group met monthly during 1973-74; activities included review and critique of the project, school visitations and planning sessions.
Evaluation of students' progress is by means of monthly criterion-referenced tests in reading and achievement tests. The evaluator makes on-site visits, holds teacher conferences, and prepares interim and final reports.

Media Research and Evaluation Center
San Ysidro School District
Contact: Carroll V. Williams, Asst. Supt. (714) 428-4476
171 Smythe Avenue
SAN YSIDRO, CALIFORNIA 92073

Spanish (Mexican American) Second funding year
Grades: PreK-6; 95 classes, 2303 students (461 English language dominant, 1842 non-English language dominant).
Staff of 6 administrators, 93 teachers, 10 specialists, 4 pupil personnel workers, 2 evaluators, 76 teacher aides, 5 community liaison workers, 4 clerks.
Four schools: Beyer, Sunset/La Mirada, Smythe, Willow.

Staff development activities anticipated for 1973-74 included a ten-day preservice workshop, a three-day and a two-day inservice workshop, and regularly scheduled inservice sessions for teachers, paraprofessionals and staff on selection and use of materials, and teaching methods.
Activities in which the assistant superintendent anticipated participating were administration of the project and coordination of instruction and evaluation.

Instructional materials for the project are primarily project-developed and produced. Anticipated materials development for 1973-74 included continued work by the Media Research and Evaluation Center in developing a long range research and evaluation design for bilingual education, and the monitoring of teacher, aide and parent and community performance in relation to curriculum redesign.
Content areas taught in a bilingual setting are Spanish, English, math, physical education, social studies, science, music, phonics, writing and art.
The Parent Advisory Group met monthly during 1972-73. Activities included general meetings, review of the program and participation in research surveys.
Evaluation of students' progress is by means of pre- and post-testing with the *Otis-Lennon* test, the *Metropolitan Achievement Test*, the state-mandated *Cooperative Primary Test*, and the *Inter-American Series* in Spanish and English. An external auditor prepared the audit report by means of on-site visitations and testing.

A Demonstration Bilingual-Bicultural Education Project
Stockton Unified School District
Contact: Cris A. Luna, Project Director (209) 466-3911
701 North Madison Street
STOCKTON, CALIFORNIA 95202

Spanish (Mexican American) Fifth funding year
Grades: K-6; 40 classes, 1074 students (109 Anglo American, 453 Mexican American, 4 Chinese, 2 American Indian, 371 Black, 135 of other ethnic groups).
Staff of 3 bilingual professionals, 8 bilingual paraprofessionals and 40 professionals paid from Title VII ESEA funds. Title VII funds constitute 100 percent of 1973-74 project budget.
Two schools: George Washington, Zachary Taylor.

Staff development activities anticipated for 1973-74 included a summer inservice workshop and inservice training throughout the year.
Anticipated activities of the project director included staff development and program implementation.
Instructional materials used in the project are both project-developed and produced and commercially produced. The project has developed materials in areas of California history (4th grade), U. S. history (5th grade), Latin American history (6th grade) and science (6th grade). Anticipated materials development for 1973-74 included expansion of bilingual social studies units, updating of parent handbooks and production of bilingual science units.

Content areas taught in Spanish and English to all students are social studies, science and reading in Spanish.
Curriculum areas stressed at each level are: grades K-3--self-concept, grade 4--California history, grade 5--U.S. history, grade 6--Latin American history (science and reading in Spanish are stressed at each level). The classroom is organized for small group instruction in a team teaching situation, learning centers, and individualized instruction.
Student achievement in second language learning and academic progress is indicated by *Cooperative Reading Tests*, a parent survey, and teacher responses on IBM "sense" cards.
The Parent Advisory Group met 5 times during 1972-73; activities included a summer camp, field trips, classroom materials preparation, ethnic foods preparation and involvement in program planning and implementation.
Evaluation of students' progress is by means of pre- and post-testing in fall and spring, teachers' objectives checklists, videotape critiques three times annually, and periodic conferences. An internal evaluator prepares preliminary and final annual evaluation reports with analysis of data gathered.

Multilingual Assessment Program
Stockton Unified School District
Contact: Joe R. Ulibarrí, Project Director (209) 463-4648
1111 North El Dorado
STOCKTON, CALIFORNIA 95202

Multilingual, multicultural Third funding year
Grades: K-8. Staff of 6 bilingual professionals, 2 monolingual professionals and 2 bilingual paraprofessionals.
National project included Stockton Unified School District and model sites in Colorado, New Mexico and Texas.

This is a special project providing support to the classroom projects funded under Title VII ESEA. The primary activities of the program are assessment (instrument development), pupil placement and teacher training.
Assessment activities include test appraisal, a model assessment procedure, pilots at model sites, workshops and training sessions.
Pupil placement encompasses guidelines formulated to aid school districts in appropriate placement of children in classrooms, and curricula commensurate with individual learning styles and potentials.
Teacher training includes workshops, research findings and a packet of sociocultural and testing information to enable teachers to teach cross-culturally more effectively.
Materials developed by the project include developmental tests in the cognitive areas for ages 5 and 6 to 12.3 (approximately), an assessment board training package, and a teacher training

model. Continuous development of materials in these areas is anticipated. Materials are disseminated through correspondence, project mailings, and the Dissemination Center for Bilingual Bicultural Education.

New York Component
see NEW YORK, N. Y. (Brentwood)

Project Hacer Vida
Coachella Valley Unified School District
Contact: Eleanor J. Martin, Acting Coordinator (714) 399-5831
Box 847 Ext. 47
THERMAL, CALIFORNIA 92274

Spanish (Mexican American) Fourth funding year
Grades: 1-4; 639 students.
Staff of 10 professional bilinguals and 3 professional monolinguals. Title VII ESEA provides funds for grades 3, 4 and the high school bilingual classes; the local school district provides funds for grades 1 and 2.
Six schools: John Kelley, Oasis, Mecca, Peter Pendleton, Palm View, Westside.

Staff development activities anticipated for 1973-74 included an inservice workshop.
Instructional materials used in the project are commercially produced, project-developed and produced, and adapted from commercial material by project personnel. The project has developed criterion-referenced tests. Materials and material-related information is available by mail or visitations.
Content areas taught in English and Spanish are reading, language arts, math, social studies and cultural heritage.
Curriculum areas stressed at each level are: Grade 1--Conversational English and Spanish as second languages, Grades 2-4--second language, according to students' needs, due to a mobile population. Classroom organization varies with the individual students' needs.
Student achievement by students of the majority and minority ethnic groups is measured by pre- and post- testing using project-developed criterion-referenced instruments.
The Parent Advisory Group met monthly in 1972-73; activities included production of a newspaper, participation in school celebrations of Mexican American holidays and attendance at bilingual conferences. Classroom presentations of vocations were made by members of the community.
Evaluation of students' progress is made by the project director, who correlates results on pre- and post- testing with classroom organization.

Ukiah Indian, Mexican-American Bilingual Bicultural Program
Ukiah Unified School District
Contact: Esperanza Salazar McGuigan, Project Director
Yokayo School (707) 462-7207
355 W. Clay Street
UKIAH, CALIFORNIA 95482

Spanish (Mexican American), Pomo Indian. Fifth funding year Grades: K-3; 7 classes, 153 students (101 Anglo American, 25 Mexican American, 1 Chinese, 21 Pomo Indian, 5 Black). Students not participating total 1251 (1083 Anglo American, 46 Mexican American, 7 Chinese, 66 Pomo Indian, 49 Black). Staff of 3 bilingual professionals, 4 monolingual professionals and 4 bilingual paraprofessionals paid from Title VII funds; 10 volunteers. Funding other than Title VII ESEA is provided by state funds and constitutes 4 percent of the 1973-74 project budget.
Three schools: Yokayo, Calpella, Redwood Valley.

Staff development activities anticipated for 1973-74 included inservice training.
Activities in which the project director anticipated participating included writing a proposal for federal funding, writing a proposal for supplementary state funding and the publication of three Indian curriculum materials.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of Spanish language and culture of hispanic people, and Pomo Indian language and culture. Anticipated materials development for 1973-74 included areas of culture and language of the Pomo Indians and Spanish-speaking people. Procedures used in disseminating materials and information about materials to persons outside the Title VII program are public media, conferences and announcements to school district personnel.
Content areas taught in the first language of the student conform to the state-mandated curriculum and on the ethnic curriculum. The student is taught in the second language when he is ready. The classroom is organized primarily for learning centers and individualized instruction.
Student achievement in second language learning is measured with criterion reference tests. Standardized tests measure academic progress.
The Parent Advisory Group met 8 times during 1972-73; activities included a Mother's Day program, Indian night and Mexican American night. Participation in the program included a parent evaluation team, cultural committees and a "grass roots" reference source for ideas for the *Mexican American Curriculum* and the *Native American Curriculum*.

Evaluation procedures include the use of standardized and criterion-referenced tests and staff observations. The parent evaluation team serves its function twice yearly to observe how classes and personnel have met their objectives.

CALIFORNIA

Bilingual/Bicultural Educational Program
New Haven Unified School District
Contact: Gil Aubel, Project Director (415) 471-1100
33480 Western Avenue
UNION CITY, CALIFORNIA 94587

Spanish (Mexican American). Third funding year
Grades: K-10; 32 classes, 820 students (305 Anglo American, 538 Mexican American, 2 Black). Students not participating total 6313 (4204 Anglo American, 1462 Mexican American, 28 Puerto Rican, 248 Portuguese, 64 Indian, 279 Black, 28 from other ethnic groups).
Staff of 33 bilingual professionals, 1 monolingual professional and 28 bilingual paraprofessionals paid from Title VII ESEA funds. Funding other than Title VII is provided by state and Title I funds, and constitutes 31 percent of the 1973-74 project budget.
Five schools: De Coto, El Rancho Verde, Alvarado Middle, Barnard/White Middle School, Logan High.

Staff development activities anticipated for 1973-74 included intra and interschool visitation by teachers, teacher aide workshops and district-wide goals and objectives evaluation. Activities in which the project director anticipated participating during 1973-74 included staff development, curriculum evaluation, field testing of materials, classroom visitations and writing project reports.
Instructional materials used by project are primarily commercially produced. Anticipated materials development during 1973-74 included language arts and SSL.
Content areas taught in Spanish and English are reading readiness, fine arts, language arts and math. Reading, language arts, fine arts and ESL are stressed at each level, with math and SSL stressed in levels K-8. The classroom is organized for small group instruction, team teaching, individualization and non-graded classrooms at the elementary levels.
Student achievement in second language learning and academic progress is measured with the *Inter-American Series, Spanish Version*, the *Bilingual Syntax Measure*, the *California Test of Basic Skills*, and the *Cooperative Primary Test*; district-developed attitude measures included a student attitude survey and a word association test.
The Parent Advisory Group met 13 times during 1972-73; activities included selection of the project director, conferences, parent workshops and individual volunteer participation.
Evaluation of students' progress is carried out by the coordinator of research and evaluation by means of pre-and post-testing with standardized instruments, and collection and analysis of non-parametric data from school records on student absences and drop-out ratios; findings are submitted to the director of program development.

Allensworth Bilingual Bicultural Program
Tulare County Department of Education
Contact: José B. Canto, Project Director (209) 732-5511
202 County Civic Center Ext. 220
VISALIA, CALIFORNIA 93277

Spanish (Mexican American) Fourth funding year
Grades: K-5; 6 classes, 21 students (1 Anglo American, 10 Mexican American, 10 Black).
Staff of 1.5 bilingual professionals (manhour equivalence) and 2 bilingual paraprofessionals paid from Title VII ESEA funds; 4 professionals and 1 paraprofessional paid from school district and Allensworth Elementary funds. Funds other than Title VII constitute 25 percent of the 1973-74 project budget.
One school: Allensworth Elementary.

Staff development activities anticipated for 1973-74 included a preservice workshop and inservice sessions.
Activities in which the project director anticipated participating during 1973-74 included assessment, evaluations, conducting bilingual seminars, classroom teaching, information dissemination and implementation and administration of the program.
Instructional materials for the project are primarily adapted from commercial materials by project personnel. The project had developed a Spanish-English curriculum, Spanish pre-and post-tests, and cultural and historical comparisons: slides, pictures and human resources. Anticipated materials development during 1973-74 included materials in areas of culture, local and national history and geography. The project also produces a newsletter.
Content areas taught in Spanish and English are reading, writing, speaking, history and current problems. Oral language is stressed at each level. The classroom is organized for individual and small group instruction.
Student achievement in second language learning is measured with pre- and post- testing in both languages; results are the easing of social and behavioral conflict in interpersonal relations and an ability to communicate at a basic level in a language.
The Parent Advisory Group met 10 times during 1972-73; activities included assessments of the program, plans for the future and subcommittee volunteer work.
Evaluation of students' progress is by means of teachers' and aides' three-month reports, auditing by an external auditor, and pre-and post-testing by a program analyst. Monthly meetings with the director, school site observations, test results and community observations constitute input for the program analyst's report.

CALIFORNIA

Bilingual Education Through Parent-Teacher Teams
Pajaro Valley Unified School District
Contact: Carlos O. López, Project Director (408) 722-9231
165 Blackburn Street Ext. 227
WATSONVILLE, CALIFORNIA 95076

Spanish (Mexican American) Second funding year
Grades: K-4; 9 classes, 236 students (75 Anglo American, 144 Mexican American, 3 Portuguese, 3 American Indian, 6 Black, 2 Filipino, 3 Japanese).
Staff including a curriculum specialist, a resource teacher, principal (half-time), director (one-fifth time), 9 teacher aides, school secretary (half-time), 2 typist clerks, 1 home-and-school counselor paid from Title VII ESEA funds; 9.5 professionals and 10.5 classified staff (manhour equivalence) paid from local education agency funds; 20 parent volunteers. Funds other than Title VII are provided by the local education agency and constitute 85 percent of the 1973-74 project budget.
One school: Radcliff Elementary.

Staff development activities anticipated for 1973-74 included inservice sessions for the entire staff.
Activities in which the project director anticipated participating during 1973-74 included staff development, program expansion, program continuation and program evaluation.
Instructional materials for the project are project-developed and produced, and commercially produced. The project has developed materials in areas of language arts and math lessons for grades K-3. Anticipated materials development during 1973-74 included language arts materials for grades 4 and 5.
Content areas for all students are included in the basic course of study; subject matter is taught concurrently in English and Spanish with more time used for ESL or SSL as needed on an individual basis. English-speaking students participate in Spanish-language activities related to the study of multi-cultural aspects of the curriculum.
Curriculum areas stressed at each level are verbal expression, reading and writing. The classroom is organized for small groups with peer teaching and for parent and cross-age tutoring.
Student achievement in academic areas is indicated by staff and parents' reports and by scores on achievement tests.
The Parent Advisory Group met on a regular basis during 1972-73; activities included a parent tutorial program, inservice training for parents, a bilingual newsletter, and a review of the total program with recommendations.
The program was audited in 1972-73 by Educational Factors, Inc., utilizing on-site visits, teacher and parent reports, and conferences with the staff.

# COLORADO

Conrad Romero, Consultant (303) 892-2217
Youth Community Relations Unit
State Department of Education
DENVER, COLORADO 80223

7 projects
3,573 students
Languages taught: Spanish, English.
Ethnicity of participating students: 2,038 Mexican American, 1 Black, 25 Ute Indian, 30 Navajo Indian, 1 other American Indian, 1,392 Anglo American, 92 Other. (For numbers of non-participating students see individual projects.)

## San Luis Valley Bilingual Bicultural Program

San Luis Valley Board of Cooperative Services
Contact: Félix García, Project Director (303) 589-2536
400 Richardson Avenue
P.O. Box 94, Adams State College
ALAMOSA, COLORADO 81102

Spanish (Mexican American) Third funding year
Grades: K-2; 44 classes, 1,092 students (257 Anglo American, 743 Mexican American, 92 students of other ethnic groups).
Staff of 73 bilingual professionals, 17 monolingual professionals and 10 bilingual paraprofessionals paid from Title VII ESEA funds; 10 paraprofessionals paid from U. S. Office of Education and school district funds. Funds other than Title VII constitute 30 percent of the 1973-74 project budget.
Ten schools: Center, Hearns Monte Vista, Marsh Monte Vista, Sierra Grande, San Luís, Sanford, La Jara, Romeo, Capulín, Antonito.

Staff development activities anticipated for 1973-74 included a preservice workshop and inservice sessions.
Activities in which the project director anticipated participating during 1973-74 included staff development, project management and serving as consultant for other projects and educational groups.
Instructional materials for the project are project-developed and produced and commercially produced. The project has developed materials in areas of objectives, units, and a total curriculum for grades K-3. Curriculum and classroom materials were planned for development in 1973-74.
Content areas taught in the non-English (first) language of the student and in English are history, science, math, social studies and culture. Content areas taught in Spanish to English-speaking students are social studies, math, science

and culture; both Spanish and English are used simultaneously in teaching history, math, social studies and science.
Curriculum areas stressed at each level are: K-- affective and psychomotor domains and improvement of cognitive skills; grades 1-2--behavioral skills. The classroom is organized primarily for small group teaching.
Student achievement in second language learning and academic growth is measured by monthly checklists, observation reports and the language subtest of the *TOBE*, with translation.
The Parent Advisory Group met 4 times during 1972-73; activities included a review of the program, fund-raising projects, and volunteer classroom instruction.
Evaluation of student's progress is made by pre- and post-testing, as well as daily records, submitted to the program evaluator.

Project Español e Inglés
Colorado Springs Public School District No. 11
Contact: Corpus A. Gallegos, Project Director (303) 633-2361
924 West Pikes Peak Avenue
COLORADO SPRINGS, COLORADO 80905

Spanish (Mexican American) Second funding year
Grades: K-1; 4 classes, 274 students (171 Anglo American, 99 Mexican American, 1 American Indian, 3 Black). Students not participating total 200 (128 Anglo American, 70 Mexican American, 1 American Indian, 1 Black).
Staff of 3 bilingual professionals and 4 bilingual paraprofessionals paid from Title VII ESEA funds; 7 paraprofessionals paid from Title I funds. Funds other than Title VII constitute 50 percent of 1973-74 project budget.
One school: Washington Elementary.

Staff development activities anticipated for 1973-74 included workshops and inservice training.
Activities in which the project director anticipated participating were staff development and a curriculum development workshop.
Instructional materials for the project are primarily project-developed and produced; the project has developed materials in academic areas and in reading. Anticipated materials development for 1973-74 included areas of math, reading, and writing.
Content areas taught in English and Spanish simultaneously and at each level are language, art, and math. The classroom is organized primarily for small group instruction.
The Parent Advisory Group met 4 times during 1972-73; activities included a review of the program, holiday celebrations and involvement in development of the proposal.
Evaluation of students' progress is carried out by the research department with project-developed tests.

Project SUN
Southwest Board of Cooperative Services
Contact: Jesús D. Martínez, Project Director (303) 565-3613
P.O. Box 1420
CORTEZ, COLORADO 81321

Spanish (Mexican American), Ute, Navajo. Fourth funding year Grades: K-8; 25 classes, 470 students (329 Anglo American, 86 Mexican American, 25 Ute, 30 Navajo). Students not participating total 428 (300 Anglo American, 98 Mexican American, 30 Ute).
Staff of 4 bilingual professionals, 16 monolingual professionals and 9 bilingual paraprofessionals paid from Tiitle VII ESEA funds; 10 professionals and 51 volunteers, salaries paid from school district funds. Funding other than Title VII constitutes 24 percent of 1973-74 project budget.
Five schools: Manaugh (Cortez County, Re-1), Dolores County, Re-4A), Rico (Dolores County, Re-IJ), Mancos (Mancos County, Re-G), Egnar (Egnar County, Re-18).

Staff development activities anticipated for 1973-74 included preservice and inservice training, a career development program for co-instructors, 3 cultural seminars, and field trips. The project director anticipated participating in all project activities.
Instructional materials for the project are both project-developed and produced, and adapted from commercial material by project personnel. The project has developed materials in areas of science, social studies and math. Anticipated materials development was in areas of science, social studies and math; emphasis being placed on culture and a conversational approach to early language development.
All content areas are taught in the first and second languages of the students.
Curriculum areas stressed at each level are cultural heritage and regional dialect. The classroom is organized for large group instruction 30 minutes daily (bilingual bicultural instruction); individual instruction when necessary the remainder of the day; and for team teaching in most situations.
Student achievement in second language learning is indicated by students' proficiency in conversational situations and preparation for reading in the second level. Standardized tests are used to measure academic progress.
The Parent Advisory Group met 3 times during 1972-73; activities included review and planning of the program and classroom visitations.
Evaluation of students; progress is made using project-developed tests in September, January, and May; the program is evaluated by an external and an internal evaluator and by the project director.

COLORADO

Primary Bicultural Bilingual Program
Denver Public Schools
Contact: Lena L. Archuleta, Project Director (303) 744-3601
Office of Federal Projects
2320 West 4th Avenue
DENVER, COLORADO 80223

Spanish (Mexican American) Fifth funding year
Grades: Pre K-6; 4 pods, 478 students (71 Anglo American, 415 Mexican American).
Staff of 2 bilingual paraprofessionals, 1 director, 1 evaluator and 1 secretary paid from Title VII ESEA funds; 6 bilingual professionals and 18 monolingual professionals paid from Denver Public Schools funds. Funds other than Title VII constitute 50 percent of 1973-74 project budget.
One school: Del Pueblo Elementary.

Staff development activities anticipated for 1973-74 included inservice sessions and coordination with community aide programs.
Activities in which the project director anticipated participating included materials preparation, staff development, general supervision of the program and assisting teachers in coordinating classrooms.
Instructional materials used by the project are primarily project-developed and produced. The project has developed materials in the areas of social studies and cultural arts, and additional development of materials in these areas was anticipated for 1973-74. Materials and information is disseminated to persons outside the Title VII program through the Colorado Bilingual Task Force, assisted by the Colorado Department of Education.
Content areas taught in Spanish and English are social studies and cultural arts.
Curriculum areas stressed at each level are determined by the school district instructional guide, with Spanish and English used in teaching conventional subjects. The classroom is organized in an open school situation with small groups, much self-directed learning, team teaching and some microteaching.
Student achievement in second language learning and academic progress is measured by project-developed English and Spanish objectives and the *Boehm Test*, which indicate progress greater than that of the control group. Improvement in pupils' self-concept and peer-group interaction is indicated by teacher evaluation made at the beginning and end of the year.
The Parent Advisory Group met 4 times during 1972-73; activities included an ongoing evaluation of the program, sponsoring of parent classes and review of instructional materials.
Evaluation of students' progress is by means of monthly checklists, *the Boehm Test*, *the Piers Harris Self-Concept Inventory* and teacher evaluation. An internal auditory and an educational evaluation team from Denver University Research Bureau conduct on-site visits, review the proposal and the evaluation design, and prepare interim and final reports.

Fort Lupton Bilingual-Bicultural Project
Fort Lupton School District Re-8
Contact: Rosalie Martínez, Project Director (303) 857-2711
301 Reynolds
FORT LUPTON, COLORADO 80621

Spanish (Mexican American) Second funding year
Grades: PreK-1; 9 classes, 235 students (112 Anglo American, 123 Mexican American). Butler School students not participating in the project total 94 (70 Anglo American, 24 Mexican American).
Staff of 5 bilingual professionals, 4 monolingual professionals, 6 bilingual paraprofessionals and 5 volunteers; salaries paid from Title VII ESEA funds. The local education agency provides supportive services.
One school: Butler Elementary.

Staff development activities anticipated for 1973-74 included monthly inservice workshops.
Activities in which the project director anticipated participating in 1973-74 included public relations, inservice planning, evaluation, teacher observation and consultation, and parent involvement.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of teaching games, flashcards, language master cards, charts, calendars, geometric shapes, weather charts, transparencies, puppets for use in language development, reading science, social studies and math. Development of materials in 1973-74 was to include the same areas, with focus on language development.
Curriculum areas stressed at each level are: PreK-- social and physical development and language development, K-- social and physical development, reading readiness, language development, math, writing skills and fine motor development, grade 1-- reading, math, spelling, writing, language development, health, science and social studies. The classroom is organized for team teaching with assistants and large group instruction.
Student achievement in second language learning is indicated by teacher observation and testing.
The Parent Advisory Group met 6 times during 1972-73; activities included class visitations, mothers' workshops and cultural celebrations.
Evaluation of students' progress is made by pre- and post-testing with teacher-made tests and summaries of completed instructional objectives. The director conducts semiannual evaluations and an independent audit team assesses the program by means of evaluation reports and on-site visitations.

COLORADO

Project Juntos, Bilingual Bicultural Education
Arkansas Valley Board of Cooperative Educational Services
Contact: Roberto E. Vidal, Project Director (303) 384-2539
210 1/2 Santa Fe Avenue
LA JUNTA, COLORADO 81050

Spanish (Mexican American) Third funding year
Grades: K-2; 25 classes, 664 students (272 Anglo American, 392 Mexican American). Students not participating total 1,536 (927 Anglo American, 609 Mexican American).
Staff of 10.5 (manhour equivalence) bilingual professionals and 7 bilingual paraprofessionals paid from Title VII ESEA funds; 24 professionals and 6 paraprofessionals paid from district funds. Funds other than Title VII constitute 21 percent of the 1973-74 project budget.
Seven schools: New Columbian, South, La Junta, East, Washington, Rocky Ford, Manzanola.

Staff development activities anticipated for 1973-74 included visiting other projects, college credit courses and serving as consultants.
Activities in which the project director anticipated participating included classroom activities, visiting other projects, college credit courses and evaluation.
Instructional materials for the project are primarily commercially produced. The project has developed materials and games in all areas of the curriculum. A newspaper is produced by the project.
Content areas taught in the non-English (first) language of the student and in English (the second language) include math, social sciences, reading and science. English-speaking students are taught math and social science in Spanish. Social science, reading readiness and math readiness are taught in both languages simultaneously.
Curriculum areas stressed at each level are K-- social awareness, reading and math readiness; grade 1-- reading and math; grade 2-- reading, math and science. The classroom is organized for small group instruction or individualized "guided" instruction. Most classrooms are organized around learning centers and the discovery method of learning.
Student achievement in second language learning is indicated by students' meeting of behavioral, performance and process objectives.
The Parent Advisory Group met 8 times during 1973-74; activities included visiting schools, evaluation and general participation.
Evaluation of students' project is by means of checklists with a project-developed criterion reference test, and pre- and post- testing with the *Inter-American Series* tests and the *Test of Basic Experiences*. An internal evaluator compiles the test data.

Weld B.O.C.E.S. Bilingual Project
Region 5-J, Johnstown, Colorado
Contact: Ernest Andrade, Project Director (303) 284-5572
Box 578, 204 Main Street
LA SALLE, COLORADO 80645

Spanish (Mexican American) Fourth funding year
Grades: K-4; 10 classes, 360 students (180 Anglo American, 180 Mexican American). Students not participating total 93 (90 Anglo American, 3 Mexican American).
Staff of 10 bilingual professionals, 4 monolingual professionals and 10 bilingual paraprofessionals. Title VII funds provide 100 percent of the 1973-74 project budget.
One school: Letford Elementary.

Staff development activities anticipated for 1973-74 included monthly inservice sessions and state and national conferences. The project director anticipated participating in all program activities during 1973-74.
Instructional materials for the project are project-developed and produced, commercially produced and those adapted from commercial material by project personnel. The project has developed a Spanish oral language curriculum, and a curriculum guide in two languages for grades K-4 in math, science, social studies and reading.
Content areas taught in Spanish and English are math, science, social studies and reading. The classroom is organized primarily for small group instruction and peer teaching.
Student achievement in second language learning is indicated by results of the *Inter-American Series Tests of Reading* and staff developed language assessment instruments. Improvement in the pupils' self concepts and peer-group interaction with pupils of another culture has been evidenced during the past school year by teachers' observations and anecdotal records.
The Parent Advisory Group met 12 times during 1972-73; activities included Parent Advisory Board meetings and cultural and classroom functions.
Evaluation of students' progress is by means of pretest and posttest design for reading and math, and by unit completion. The program's internal evaluator prepares the interim report in February and the final report in June.

*CONNECTICUT*

Kenneth A. Lester, Consultant (203) 566-4424
Foreign Language, ESOL, Bilingual Education
State Department of Education
HARTFORD, CONNECTICUT 06115

CONNECTICUT

3 projects
1,221 students
Languages taught: Spanish, English.
Ethnicity of participating students: 4 Mexican American, 162 Spanish language dominant, 529 Puerto Rican, 1 Costa Rican, 4 Cuban, 1 Portuguese, 1 Chinese, 1 Ecuadorian, 1 Colombian, 344 Black, 135 Anglo American, 58 English language dominant. (For numbers of non-participating students see individual projects.)

Bilingual Foundation for School Success K-2
Bridgeport Board of Education
Contact: Tomás Miranda, Project Director (202) 333-8551
45 Lyon Terrace Ext. 748
BRIDGEPORT, CONNECTICUT 06604

Spanish (Puerto Rican). Third funding year
Grades: K-2; 23 classes, 401 students (30 Anglo American, 4 Mexican American, 269 Puerto Rican, 1 Portuguese, 1 Chinese, 89 Black, 1 Colombian, 1 Costa Rican, 4 Cuban, 1 Ecuadorian). Students not participating total 2,275 (198 Anglo American, 1,059 Puerto Rican, 4 Chinese, 1 American Indian, 1,013 Black).

Staff of 11 bilingual paraprofessionals paid from Title VII ESEA funds; 9 bilingual professionals and 14 monolingual professionals paid from Title I and city funds. Funds other than Title VII constitute 5 percent of the 1973-74 project budget.
Four schools: Elias Howe, McKinley, St. Stephen's, Waltersville.

Staff development activities anticipated for 1973-74 included a two-week preservice workshop and monthly grade level meetings for improving instruction in ESL, SSL, reading in English and Spanish, math and the cultural component.
Activities in which the project director anticipated participating included curriculum development, personnel recruitment, staff training, parent education, planning, program evaluation, community orientation and budget preparation.
Instructional materials for the project are project-developed and produced and commercially produced. The project has developed materials in areas of language arts in Spanish for levels K-3, a math levels program, and materials for ESL and SSL.
Content areas taught in English and Spanish include language arts, math, social studies, science, music, art and cultural activities.
Curriculum areas stressed at each level are language development, reading, ESL, SSL, math and cultural identity. The classroom is organized in small groups for instruction in the dominant language and in the second language, and in large groups for the team teaching situation.

Student achievement in second language learning and academic progress by ethnic minority pupils is indicated by kindergarten students' gains of 12.63 points in *Comprehension of Oral Language Test* in English and an increase of 53 percent in the *Star Readiness Test*; first graders' gains of 23.91 points in the *Inter-American Nice (DE) English Test*, increase of 61 percent in the *Levels Math Test*, and achievement of 37.57 in the *C.I.A. Test of Reading*. Majority culture pupils made gains of 8.54 points in *Comprehension of Oral Language Test* in Spanish, an increase of 63 percent in the *STAR Readiness Test*, gains of 28.08 in the *Inter-American L.I.DES(CE) Spanish Test* and 61 percent in the *Levels Math Test*, and grade equivalency of 1.9 on the *Lee Clark Reading Achievement Test*.
The Parent Advisory Group assisted in evaluation, previewed the continuation application, helped in seeking funding, and participated in classroom volunteer and cultural activities. Evaluation of students' progress was coordinated by the research director.

Proyecto Exito
Hartford Board of Education
Contact: Adolfo Jiménez, Project Director (203) 566-6038
249 High Street
HARTFORD, CONNECTICUT 06103

Spanish (Puerto Rican) Second funding year
Grades: PreK-3; 11 classes, 220 students (162 Spanish language dominant, 58 English language dominant).
Staff of 1 administrator, 12.5 (manhour equivalence) teachers, 2 specialists, 1 pupil personnel worker, 1 evaluator, 14 teacher aides, 1 community liaison, 2 clerical personnel.
Funding other than Title VII ESEA is provided by local funds, and constitutes 60 percent of the 1973-74 budget.
One school: Ann Street School.

Staff development activities anticipated for 1973-74 included preservice and inservice for Spanish as a native language, ESL, SSL, math and social studies; also the use and effectiveness of available materials, intervisitation of classroom by teachers of other schools, and an inservice program with Trinity College and in depth exposure to Puerto Rican life through visits and seminars in Puerto Rico and Hartford.
Activities in which the project director anticipated participating included continued implementation of the program and related administrative duties.
Instructional materials used by the project are primarily project-developed and produced. The project has developed materials in language arts, science and math for grades K-2 and in social studies for grades K-3. Anticipated materials development for 1973-74 included continued work on the curricula for levels K-5 in Spanish language arts, social studies, cultural materials, science and math.

Content areas taught in English and Spanish are language arts, ESL, SSL, math, social studies, reading English and Spanish, and science.
The Parent Advisory Group met twice monthly during 1972-73. Activities included classroom visitations, cultural celebrations and adult education classes in sewing, typing, Spanish literacy, ESL and GED classes.
Evaluation of students' progress is by means of pretesting and posttesting with the *Inter-American Series Tests*, *the Tests of Basic Experiences*, and the *Cooperamith Self-Esteem Inventory*. Internal evaluators provide program evaluation.

Bilingual Program
City of New Haven Board of Education
Contact: Robert P. Serafino, Project Director (203) 562-0151
1 State Street
NEW HAVEN, CONNECTICUT 06511

Spanish (Puerto Rican) Fifth funding year
Grades: K-6; 25 classes, 600 students (85 Anglo American, 260 Puerto Rican, 255 Black). Students not participating total 737 (122 Anglo American, 113 Puerto Rican, 502 Black).
Staff of 4 bilingual professionals, 1 monolingual professional and 16 bilingual paraprofessionals paid from Title VII ESEA funds; 21 professionals, 5 paraprofessionals paid from other funds; 2 volunteers. Funds other than Title VII ESEA are provided by city and state funds and constitute 60 percent of the 1973-74 project budget.
Three schools: Hill Central, Horace Day, Truman Street.

Staff development activities anticipated for 1973-74 included inservice teacher training.
Activities in which the project director anticipated participating included project administration and coordination of evaluation and staff development.
Instructional materials for the project are primarily commercially produced.
Content areas taught in the non-English (first) language of the student include reading, language arts and social studies. Areas taught in English (the second language) include arithmetic; science is taught in English and Spanish simultaneously. The classroom is organized primarily for small group instruction.
Student achievement by students of the ethnic majority and the ethnic minority in second language learning and academic progress is measured by means of the *Metropolitan Achievement Test*, the *John T. Dailey Test* and the *Prueba de Destreazas Basicas*.
Evaluation of students' progress is by means of pre- and posttesting with standardized instruments; Bernard Cohen Research and Development prepared the interim and final reports.

FLORIDA

Jon L. Stapleton, Director (904) 599-5121
Federal-State Relations
State Department of Education
TALLAHASSEE, FLORIDA 32304

3 projects
722 students
Languages taught: Eelaponke, Spanish, English.
Ethnicity of participating students: 50 Miccosukee, 299 Mexican American, 75 Black, 298 Anglo American.
(For numbers of non-participating students see individual projects.)

Bilingual Education in the Miccosukee Day School
Miccosukee Day School (Miccosukee Corporation)
Contact: Cyrin T. Maus, Project Director (305) 358-9321
P.O. Box 44021, Tamiami Station
MIAMI, FLORIDA 33144

Eelaponke (Miccosukee). Second funding year
Grades: K-6; ungraded classes, 50 students (Miccosukee Indian).
Staff of 2 bilingual professionals, 1 monolingual professional and 2 bilingual paraprofessionals paid from Title VII ESEA funds; 4 professionals, 2 paraprofessionals and 10 volunteers, salaries paid from BIA contract funds. Funds other than Title VII constitute 40 percent of 1973-74 project budget.
One school: Miccosukee Day School

Staff development activities anticipated for 1973-74 included work on curriculum, materials and learning the Indian language. Activities in which the project director anticipated participating included materials development, administration, staff development and community involvement. The local education agency provides fiscal control.
Instructional materials used in the project are primarily project-developed and produced. The project has developed Eelaponke reading materials for the upper elementary grades and readiness materials featuring local environments. Anticipated materials development for 1973-74 included a complete K-1 program with materials for both English and Eelaponke instruction, as well as unsequenced upper elementary reading and social studies materials.
Content areas taught in Eelaponke are language, thinking, readiness and reading. English is used in teaching language comprehension. The classroom is organized in small homogeneous groupings in an ungraded situation (of 25 children K-3; some 4 to 6 groups may be formed).

FLORIDA

Student achievement in second language learning and academic growth is indicated by accomplishment of the majority on criterion-referenced items on locally devised instruments. The Parent Advisory Group met 10 times during 1972-73. Activities included a review of materials and the program, and the choosing of representatives to serve on a curriculum group, to decide an integrated curriculum from Head Start through the Upward Bound program.
Evaluation of students' progress is by pre- and post- testing with commercial and locally devised criterion-referenced tests. A contracted evaluator works with the director in the design phase and makes an interim and a final report.

Spanish Curricula Development Center
Dade County Public Schools
Contact: Ralph F. Robinett, Project Director (305) 531-4821
1420 Washington Avenue
MIAMI BEACH, FLORIDA 33139

Spanish (Cuban, Mexican American) Fourth funding year
Puerto Rican)
Grades: K-3; 10,080 students within the local education agency, 25,434 students in cooperating field trial centers in other bilingual projects around the nation.
Staff of 22 professionals, 29 support personnel, plus personnel detached for field service.

This is a special project with the current goal of creating Spanish language curricula in support of bilingual education programs in grades one through three. Materials are field tested in Dade County Public Schools and in 42 field testing centers nationwide; personnel in key projects serve as field trial coordinators for the Spanish Curricula Development Center and its companion project, the Curriculum Adaptation Network for Bilingual Bicultural Education.
Curriculum kits are available which contain instructional guides in five areas: Spanish language arts, social science, science and mathematics, fine arts, and Spanish as a second language. Support materials include books for pupils, visual supplements, packets of ditto masters, tape cassettes, and assessment activities for evaluation of pupil progress. Criterion-referenced achievement tests are also to be provided by the Center. Materials have regional editions for Mexican American, Cuban, and Puerto Rican pupils; the final revised editions are disseminated by the Dissemination Center for Bilingual Bicultural Education in Austin, Texas. Anticipated materials development during 1973-74 included review kits to supplement previously developed materials and teacher training kits to facilitate preservice and inservice training.

Collier County Bilingual Project
Collier County Public Schools
Contact: Fred Pezzullo, Project Director (813) 649-8151
1001 3rd Avenue North
NAPLES, FLORIDA 33940

Spanish (Mexican American) Fifth funding year
Grades: 1-6; 21 classes, 672 students (298 Anglo American, 299 Mexican American, 75 Black). Students not participating in the project total 773 (269 Anglo American, 307 Mexican American, 197 Black).
Staff of 4 bilingual professionals and 6 bilingual paraprofessionals paid from Title VII ESEA funds, 16 professionals paid from local education agency funds. Funds other than Title VII constitute 73 percent of the 1973-74 project budget.
Four schools: Bethune, Highlands, Lake Trafford, Immokalee Middle School.

Staff development activities anticipated for 1973-74 included inservice sessions.
Activities in which the project director anticipated participating included evaluation, diagnosing, planning, inservice and budgetary control. The local education agency anticipated participating in purchasing and budgetary control.
Instructional materials for the project are primarily commercially produced.
Content areas taught in the non-English (first) language of the student and in English are math, science, health and language skills. English-speaking students are taught reading, math, and social studies in Spanish. In all areas, Spanish and English are used simultaneously.
Curriculum areas stressed at each level are: Grade 1--English as a second language, Grade 2--reading and math, Grade 3-6--Spanish as a second language, reading, math and social studies (culture). The classroom is organized primarily for small group and team teaching.
Student achievement in second language learning is measured by standardized tests, and indicated by teacher reports and parental comments.
The Parent Advisory Council met twice during 1973-73; activities included program planning and volunteer program coordination.
Evaluation of students' progress is made each nine weeks by teachers, and semiannually by standardized tests; the program is evaluated internally.

GUAM

Dr. Katherine B. Aguon (Overseas Operator)
P. O. Box DE 777-8975
Department of Education
AGANA, GUAM 96910

1 project
424 students
Languages taught: Chamorro, English.
Ethnicity of participating students: 406 Chamorro, 3 Anglo American, 10 Filipino, 5 Other.

Kolehion Mandikike' Project
Territorial Department of Education
Contact: Sister Ellen Jean Klein, Proj. Director (Overseas Operator)
Box 1335 772-8553
AGANA, GUAM 96910

Chamorro. Fourth funding year
Grades: K-3; 18 classes, 424 students (406 Chamorro, 3 Anglo American, 10 Filipino, 5 students of other ethnic groups).
Students not participating total 2,163 (1,525 Chamorro, 13 Oriental, 5 Black, 186 Anglo American, 318 Filipino, 116 of other ethnic groups).
Staff of 10 bilingual professionals, 2 monolingual professionals and 2 bilingual paraprofessionals paid from Title VII ESEA funds; 8 professionals paid from ESEA, Title III and local funds. Funds other than Title VII constitute 27 percent of the 1973-74 project budget.
Five schools: Price, Torres, Yona, Agat, Mount Carmel.

Staff development activities anticipated for 1973-74 included weekly inservice sessions.
Activities in which the project director anticipated participating during 1973-74 included staff development, monthly supervision of instruction and daily direction of curriculum development.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in Chamorro phonics, reading, language development, science and social studies. Anticipated materials development during 1973-74 included third grade Chamorro reading, science and and social studies.
Content areas taught in the non-English (first) language of the student include language arts, science, social studies and music. Areas taught in English include language arts, math, physical science, social studies outside of Guam, music and health. English-speaking students are taught oral language development and reading in Chamorro.

Curriculum areas stressed at each level are K-- the self, the family, the school, and names of local plants and animals; grade 2-- the island, food products; grade 3-- island neighbors, environmental studies. The classroom is organized primarily for self-contained classrooms with the master teacher and intern doing team work.
Student achievement in second language learning is measured with the *SAT-Primary*, the *Chamorro Linguistics Test*, and the *School Attitude Inventory*.
The Parent Advisory Group met 8 times during 1972-73; activities included brainstorming for topics to be developed (science and culture), preview of materials before printing, sponsoring a Bilingual Fair at each school, and a *Miranda* for Department of Education officials and guests of honor.
Evaluation of students' progress is by means of pre- and post-testing, administered by an educational evaluator from Northwest Regional Education Laboratory, Portland, Oregon.

## *IDAHO*

D. L. Hicks, Coordinator (208) 384-2195
Title VII, ESEA
State Department of Education
BOISE, IDAHO 83702

1 project
290 students
Languages taught: Spanish, English.
Ethnicity of participating students: 220 Mexican American, 70 Anglo American.

Canyon Owyhee Bilingual Education Project
Canyon School District #139
Contact: Floyd W. Merrill, Project Director (208) 459-6449
Route 8, Box 207
CALDWELL, IDAHO 83605

Spanish (Mexican American) Fourth funding year
Grades: 1-3; 9 classes, 290 students (70 Anglo American, 220 Mexican American). School district students not participating in the project total 2,609 (2,330 Anglo American, 279 Mexican American).
Staff of 4 bilingual professionals, 1 monolingual professional and 6 bilingual paraprofessionals paid from Title VII ESEA

funds; 10 professionals and 1 paraprofessional paid from school district funds. Funds other than Title VII constitute 58 percent of the 1973-74 project budget.
Three schools: Washington (Homedale S.D.), Van Buren (Caldwell S.D.), Canyon (Canyon #139).

Staff development activities anticipated for 1973-74 included a preservice workshop, a Spanish class, and a continuing aide and teacher development program.
Activities in which the project director anticipated participating were evaluation, staff development, workshops, and materials development.
Instructional materials used in the project are both adapted from commercial material by project personnel and project-developed and produced. The project has developed materials in reading, cultural activities and oral language. Anticipated materials development for 1973-74 included areas of reading in Spanish and English, and Spanish language and cultural activities. A newsletter and the public media are used to disseminate materials and information to persons outside the Title VII program.
Content areas taught in the non-English (first) language and in English (the second language) include reading, math, social studies and science. Content areas taught in Spanish (as a second language) include oral language dialogues and social education. The classroom is organized primarily in a conventional manner, with microteaching and team teaching of large groups.
Student achievement in second language learning and academic growth is measured by commercial and locally devised tests in Spanish and English. Improvement in self concept and intercultural peer-group interaction is measured by the *Primary Self-Concept Test*.
The Parent Advisory Group met 4 times during 1972-73. Activities included review and planning of the program, cultural celebrations and classroom visitations.
Evaluation of students progress in oral language and reading is made daily by teachers and three times yearly by formal devices; math and science are measured semiannually by a project-devised test. The project evaluator used results of standardized tests given quarterly and semiannually, in addition to the annually administered self-concept test.

*ILLINOIS*

H. Ned Seelye (312) 793-3850
Director of Bilingual Education
Office of the Superintendent of Public Instruction
188 W. Randolph, Room 1400
CHICAGO, ILLINOIS 60601

2 projects, 9 sites
1,203 students
Languages taught: Spanish, English.
Ethnicity of participating students: 269 Puerto Rican, 2 Chinese, 2 American Indian, 1 Peruvian, 1 Chilean, 6 Guatemalan, 3 Japanese, 35 Cuban, 5 Black, 572 Mexican American, 167 Anglo American, 10 Other. (For numbers of non-participating students see individual projects.)

Juan Morel Campos Bilingual Center
Chicago Board of Education District 6
Contact: Eduardo Cadavid, Project Director (312) 641-4527
Natalie Picchiotti, Principal (312) 486-3664
228 North LaSalle Street
CHICAGO, ILLINOIS 60601

Spanish (Puerto Rican) Fifth Funding year
Grades: 6-8; 6 classes, 110 students (15 Anglo American, 15 Mexican American, 80 Puerto Rican).
Staff of 1 bilingual professional and 1 bilingual paraprofessional paid from Title VII ESEA funds; 8 professionals and 1 paraprofessional paid from Chicago Board of Education funds. Funds other than Title VII constitute 85 percent of the 1973-74 project budget.
Six schools: Von Humboldt, Lafayette, Schley, Sabin, Wicker Park, Chopin.

Staff development activities anticipated for 1973-74 included inservice periods and visitations to other centers.
Activities in which the project director anticipated participating included providing inservice training and administering and supervising the center.
Instructional materials used by the project are primarily those adapted from commercial materials by project personnel. The project has developed materials in science and English dialogues. Anticipated materials development for 1973-74 included units in multiethnic studies. A grant from the Right to Read Department of H.E.W. provided funds for dissemination of materials and production of an information capsule.

ILLINOIS

All content areas are taught in English and Spanish. English-speaking students are taught language skills, science and math in Spanish.
All curriculum areas are stressed at each level. The classroom is organized primarily for team teaching, with one teacher for the English component and the other for the Spanish component.
Student achievement in second language learning is measured with standardized and teacher-made tests; results show an increase in attainment of behavioral objectives.
The Parent Advisory Group met 7 times during 1972-73; activities included assistance in planning and production of assembly programs.
Evaluation of students' progress is made with teacher testing in terms of behavioral objectives.

Froebel Bilingual Center--Branch of Harrison High School
Chicago Board of Education District 19
Contact: Eduardo Cadavid, Project Director (312) 641-4527
Sam Ozaki, Principal (312) 847-6877
228 North LaSalle,
CHICAGO, ILLINOIS 60601

Spanish (Mexican American, Puerto Rican) Fifth funding year
Grade: 9th; 14 classes, 85 students (13 Anglo American, 60 Mexican American, 8 Puerto Rican, 2 Black, 1 Peruvian, 1 Chilean). Students not participating total 251 (50 Anglo American, 151 Mexican American, 22 Puerto Rican, 1 Portuguese, 1 Chinese, 2 American Indian, 24 Black).
Staff of 1 bilingual professional and 1 bilingual paraprofessional paid from Title VII ESEA funds, 1 volunteer, and 5 professionals paid from Chicago Board of Education funds.
One school: Froebal Branch--Harrison High School, named Sergio Urbano Bilingual Center.

Staff development activities anticipated for 1973-74 included bilingual education workshops to apprise participants of new materials and proven methods of instruction.
Activities in which the project director anticipated participating during 1973-74 included bicultural parades, assemblies, fiestas, community planning and evaluation meetings.
Instructional materials for the project are primarily those adapted from commercial material by project personnel. The project has developed materials in areas of science, biology, math and modern history. Anticipated materials development for 1973-74 included areas of math, history, Latin American culture, science, biology, and Chicano and Puertorriqueño studies.
Content areas taught in the non-English (first) language of the student and English include math, science, biology, modern world history and Latin culture. Spanish as a second

language and Latin American culture are taught to English-speaking students in Spanish.
Curriculum areas stressed at each level are: grade 9--math, science, biology, modern world history and Latin culture; vertical expansion for grades 10 through 12--a non-team tutorial approach to chemistry, physics, geometry, trigonometry, and U.S. history. The classroom is organized primarily for team teaching with large demonstration lectures and small groups for emphasis in first or second language.
Student achievement in second language learning is indicated by posttests and teacher made tests, with an average of 15 percent increase over pretest scores among participating minority culture students.
The Parent Advisory Group contributed to the writing of the proposal, planned for celebrations of cultural events and for the new Pilsen High School.
Evaluation of students' progress is by means of teacher-made tests and input from staff officers from area and central offices. An in-house audit (area and central office Title VII administrators) is performed in the fall, and federal auditors evaluate the program in May.

Goudy Bilingual Center
Chicago Board of Education District 24
Contact: Eduardo Cadavid, Project Director (312) 641-4527
Thomas McDonald, Principal (312) 561-2418
228 North LaSalle Street
CHICAGO, ILLINOIS 60601

Spanish (Cuban, Mexican American, Puerto Rican) Fifth funding year
Grades: 4-6; 2 classes, 60 students (9 Anglo American, 12 Mexican American, 13 Puerto Rican, 2 Chinese, 2 American Indian, 3 Black, 26 Cuban, 3 Japanese). Goudy School students not participating in the project total 865 (390 Anglo American, 41 Mexican American, 43 Puerto Rican, 15 Chinese, 98 American Indian, 101 Black, 147 Cuban, 30 Japanese).
Students--totalling 205--will participate in other bicultural bilingual programs using local, state, and private funding.
Staff of 1 bilingual professional paid from Chicago Board of Education funds. Funds other than Title VII constitute 70 percent of the 1973-74 project budget.
One school: Goudy Elementary.

Staff development activities anticipated for 1973-74 included workshops, inservice and monthly meetings.
Activities in which the project director anticipated participating in 1973-74 included staff development and program implementation.
Instructional materials used by the project are project-developed and produced, commercially produced, and adapted

from commercial material by project personnel. The project has developed materials for Bilingual workshops and in areas of social studies and Spanish language arts. Anticipated materials development for 1973-74 included areas of the arts, Spanish and language arts.
Content areas taught in Spanish are language arts, social studies and math. Areas taught in English include language arts, science, math and art. Social studies, math and science are taught in both languages simultaneously.
Curriculum areas stressed at each level are: primary--Spanish and English language arts; intermediate--language arts, social studies and math; upper--language arts, social studies (culture: arts and crafts). The classroom is organized for team teaching and individualized instruction situations.
Student achievement in second language learning is indicated by scores on pre- and post- tests, teacher-made tests, and classroom performance.
The Parent Advisory Group involved itself in proposal writing and contributing to program implementation.
Evaluation of students' progress is by means of pre- and post-testing with teacher-made and standardized tests.

Hawthorne Bilingual Program, ESEA Title VII
Chicago School District 3
Contact: Eduardo Cadavid, Project Director (312) 641-4527
LeRoy A. Carbonneau, Principal (312) 525-7988
228 North LaSalle Street
CHICAGO, ILLINOIS 60601

Spanish (multiethnic) Fifth funding year
Grades: 3-8; 2 classes, 54 students (10 Anglo American, 6 Mexican American, 23 Puerto Rican, 6 Guatemalan, 9 Cuban).
Staff of 1 bilingual professional and 1 bilingual paraprofessional paid from Title VII ESEA funds; 1 volunteer; 1 professional paid from City of Chicago Board of Education funds. Funds other than Title VII constitute 40 percent of the 1973-74 project budget.
One school: Hawthorne Elementary.

Staff development activities anticipated for 1973-74 included conferences and local and city-wide inservice meetings. Activities in which the project director anticipated participating included city-wide conference meetings and proposal development meetings. The local education agency provides evaluations of the program and city-wide inservice sessions.
Instructional materials for the program are primarily commercially produced. The project has developed materials in areas of math, English and Spanish language arts, social studies and science. Anticipated materials development during 1973-74 included all curriculum areas. Information about the project

is disseminated by newspapers such as *El Puertorriqueño* and the *Area "C" Newsletter*.
Content areas taught in the non-English (first) language of the student and in English as a second language are math, science, social studies, English and Spanish language arts are taught in both languages simultaneously.
Curriculum areas stressed at each level are: grades 3 and 4--social studies, math, Spanish and science, grade 6--math, science, Spanish and English, grade 7--social studies. The classroom is organized primarily for large group instruction.
Academic progress is indicated by project children achieving on similar levels as children representing the majority culture.
The Parent Advisory Group held meetings, made suggestions later incorporated into proposals, and participated in field trips, picnics and dinners.
Evaluation of students' progress is by means of semiannual tests given by the Chicago Board of Education and teacher-made tests. Title VII evaluators perform program evaluation.

Jackson, McLaren Bilingual Bicultural Center
Chicago Board of Education
Contact: Eduardo Cadavid, Project Director (312) 641-4527
S. Rosenthal, Principal (Jackson) (312) 666-3891
B. H. Berndt, Principal (McLaren) (312) 666-8891
228 North LaSalle Street
CHICAGO, ILLINOIS 60601

Spanish (Mexican American) Second funding year
Grades: K-4; 10 classes, 180 students.
Staff of 4 bilingual professionals, 2 aides and a clerk paid from Title VII ESEA funds; 11 professionals and 4 paraprofessionals paid from Chicago Board of Education funds. Funds other than Title VII constitute 80 percent of the 1973-74 project budget.
Two schools: Jackson, McLaren.

Staff development activities anticipated for 1973-74 included area and city wide workshops and federally funded inservice staff development programs.
Activities in which the project director anticipated participating included implementation of program goals and staff development.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in language instruction and social studies. Anticipated materials development for 1973-74 included areas of mixed culture and bilingual teaching and techniques.
All content areas are taught in the non-English (first) language of the student and in English (the second language).

ILLINOIS

Spanish is used in teaching Spanish language, music, and literature. Social studies, math and fine arts are taught in English and Spanish simultaneously.
Curriculum areas stressed at each level are those prescribed by the Chicago Board of Education. The classroom is organized as a cooperative unit as modified by the Morrison plan.
Student achievement in second language learning is indicated by improvement in language arts and ability to communicate in basic Spanish.
The Parent Advisory Group met several times in 1972-73; activities included program planning and implementation assistance in assembly programs and cultural celebrations.
Evaluation of students' progress is accomplished by regular teacher evaluation and pre- and post- testing with commercial instruments.

Jirka Bilingual Center
Chicago Board of Education
Contact: Eduardo Cadavid, Project Director (312) 641-4527
Carl O. LaSusa, Acting Principal (312) 226-5812
228 North LaSalle Street
CHICAGO, ILLINOIS 60601

Spanish (Mexican American) Fifth funding year
Grades: K-6; 7 classes, 130 students (120 Mexican American, 8 Puerto Rican, 2 of other ethnic groups). Jirka School students not participating in the project total 480 (40 Anglo American, 420 Mexican American, 10 Puerto Rican, 10 students of other ethnic groups).
Staff of 1 bilingual professional and 1 bilingual paraprofessional paid from Title VII ESEA funds; 6 professionals paid from Chicago Board of Education funds. Funds other than Title VII constitute 75 percent of the 1973-74 project budget.
One school: Jirka Elementary.

Staff development activities anticipated for 1973-74 included a continuing program of inservice training sessions.
Activities in which the project director anticipated participating during 1973-74 included planning and implementation of the program and coordination of all administration-related activities. The local education agency expects to participate in research pertinent to Chicago programs and procurement of federal funds.
Instructional materials used by the project are primarily commercially produced. The project has developed materials in areas of science, social studies and cultural studies. Additional materials development in areas of science, social studies and cultural studies was anticipated for 1973-74.
Content areas taught in Spanish are math, science, social studies, Spanish language arts and reading. Areas taught using English are English language arts and reading, and in

all areas whenever the teacher feels that it will benefit the children's learning.
Curriculum areas stressed at each level are the language arts for the first and second languages. The classroom is organized in levels K-4 in a self-contained classroom and in levels 5-6 in departments with exchange of students for science, social studies and language arts.
Student achievement in second language learning and academic growth is measured by standardized tests.
The Parent Advisory Group met monthly in 1972-73; activities included program implementation and planning and development of social affairs.
Evaluation of students' progress is made by means of teacher-made and standardized tests of the Department of Research and Evaluation for the Chicago Board of Education.

Komensky Bilingual Center
Chicago Board of Education
Contact: Eduardo Cadavid, Project Director (312) 641-4527
Manuel Sánchez, Principal (312) 243-0420
228 North LaSalle Street
CHICAGO, ILLINOIS 60601

Spanish (Mexican American) Fifth funding year
Grades: 2-6; 2 classes, 64 students (Mexican American). School district students not participating in the project total 472 (19 Anglo American, 427 Mexican American, 26 Puerto Rican).
Staff of 1 bilingual professional and 1 bilingual paraprofessional paid from Title VII ESEA funds; 1 professional, 1 paraprofessional and 2 volunteers, salaries paid from Chicago Board of Education funds. Funds other than Title VII constitute 40 percent of 1973-74 project budget.
One school: Komensky Elementary.

Activities in which the project director anticipated participating in 1973-74 included development, administration, and evaluation of the program.
Instructional materials used in the project are primarily commercially produced. The project has developed a primary phonics program. Anticipated materials development for 1973-74 included areas of social studies and science.
Content areas taught in the non-English (first) language of the student include language arts, math, science and social studies. Content areas taught in English (the second language) include language arts and math. Language arts are taught to English speakers in Spanish; social studies, science, language arts and math are taught simultaneously in English and Spanish.

Curriculum areas stressed at each level are language arts and math. The classroom is organized primarily in self-contained classrooms.
Student achievement in second language learning is measured primarily by oral and written examinations.
The Parent Advisory Group met 9 times during 1972-73. Activities included a review of goals and aims of the program, *fiestas*, assembly programs and fund raising.
Evaluation of students' progress is made by teacher-made tests and by the research and evaluation division testing program. The program is evaluated by the Government Funded Programs Division and Title VII evaluation teams.

Kosciuszko Bilingual Center
Chicago Board of Education District 6
Contact: Eduardo Cadavid, Project Director (312) 641-4527
Dorothy Spielman, Principal (312) 278-5710
228 North LaSalle Street
CHICAGO, ILLINOIS 60601

Spanish (Mexican American & Puerto Rican) Second funding year
Grades: K-4; 9 classes, 270 students (135 Mexican American, 135 Puerto Rican).
Staff of 6 bilingual professionals, 4 bilingual paraprofessionals and one clerk paid from Title VII ESEA funds; 1 bilingual professional and 7 monolingual professionals paid from Chicago Board of Education funds.
One school: Kosciuszko Elementary.

Staff development activities anticipated for 1973-74 included weekly on-site inservice training.
Activities in which the project director anticipated participating during 1973-74 included project planning and implementation, staff development and community relations.
Instructional materials used by the project are project-developed and produced, commercially produced, and adapted from commercial material by project personnel. The project has developed materials in the areas of language arts and science. Anticipated materials development for 1973-74 included areas of language arts, science, and Spanish as a second language.
All content areas are taught in the non-English (first) language of the student and in English, the second language. English-speaking students are instructed in all areas in Spanish as their understanding of the language increases. Math, language arts, and social studies are taught in both languages simultaneously.
Curriculum areas stressed at each level are language arts. The classroom is organized primarily for team teaching, with small groups and individualized type instruction.

Student achievement in second language learning is measured by city-wide and Title VII tests, as well as teacher observation.
The Parent Advisory Group met 8 times during 1972-73; activities included review, planning and evaluation of the program and classroom participation.
Evaluation of students' progress is by teacher-structured tests, teacher observation; city-wide tests and parents' evaluation.

William H. Seward Bilingual Bicultural Parent-Child Preschool Program
Chicago Board of Education Area B, District 26
Contact: Eduardo Cadavid, Project Director (312) 641-4527
Roger L. Vernon, Principal (312) 927-9167
228 North LaSalle Street
CHICAGO, ILLINOIS 60601

Spanish (Mexican American) Second funding year
Grades: PreK-K; 8 half-day classes, 240 students (80 Anglo American, 160 Mexican American). Students not participating in the project total 831 (269 Anglo American, 562 Mexican American).
Staff of 5 bilingual professionals and 4 bilingual paraprofessionals paid from Title VII ESEA funds; the director, 2 professionals, nurse, counselor and school community representative paid from Chicago Board of Education funds. Funds other than Title VII constitute 10 percent of the 1973-74 project budget.
One school: William H. Seward Elementary.

Staff development activities anticipated for 1973-74 included a school inservice program, visitations, consultation service and university participation.
Activities in which the project director anticipated participating included coordinating the program, ordering and processing materials, community involvement and teacher inservice.
Instructional materials used by the project are primarily adapted from commercial material by project personnel. Anticipated materials development for 1973-74 included areas of language, math, and culture. Newsletters, visitations and the public media are used to disseminate information to persons outside the Title VII program.
Content areas taught in Spanish and English are language arts, math, social studies, science, art and music.
Curriculum areas stressed at each level are social studies, neighborhood resources, development of self-concept and proficiency in English and Spanish language, and culture. The classroom is organized primarily for small group and individualized instruction, utilizing the team teaching approach.

ILLINOIS-
INDIANA

Student achievement in second language learning and improvement in self-concept and intercultural interaction is measured by teacher observation and standardized tests.
The Parent Advisory Council met 20 times during 1972-73; activities included planning and implementation of program goals and cultural exchange activities.
Evaluation of students' progress is by teacher observation and teacher administered tests, and by the *Minnesota Child Development Inventory Test*, administered by evaluators from the Department of Government Funded Programs of the Chicago Board of Education.

## *INDIANA*

Dr. Fred A. Croft, Director (317) 633-6610
Migrant and Bilingual Education
State Department of Public Instruction
INDIANAPOLIS, INDIANA 46204

2 projects
561 students
Languages taught: Spanish, English.
Ethnicity of participating students: 214 Mexican American, 177 Mexican American and Puerto Rican, 58 Puerto Rican, 166 Black and other ethnic groups, 46 Anglo American. (For numbers of non-participating students see individual projects.)

Bilingual Education Program
East Chicago Public Schools
Contact: Valentín Martínez, Project Director (219) 397-4200
1611 East 140th Street Ext. 249
EAST CHICAGO, INDIANA 46312

Spanish (Mexican American, Puerto Rican) Second funding year Grades: K-2; 12 classes, 318 students (46 Anglo American, 214 Mexican American, 58 Puerto Rican). Students not participating in the project total 1,724 (693 Anglo American, 1,031 Mexican American and Puerto Rican).
Staff of 10 bilingual professionals and 7 bilingual paraprofessionals paid from Title VII ESEA funds; 4 professionals and 4 paraprofessionals paid from East Chicago Public Schools funds. Funds other than Title VII constitute 30 percent of 1973-74 project budget.
Four schools: Harrison, Lincoln, Riley and Indiana Harbor Catholic.

Staff development activities anticipated for 1973-74 included a one-week preschool workshop, a two-day workshop, and monthly inservice seminars.
Activities in which the project director anticipated participating included all components of the program including administration of the budget.
Instructional materials used in the project are commercially produced; the project has formulated report cards in English and Spanish and an English-Spanish word list.
Content areas taught in the non-English (first) language of the student include reading, language skills, math, social studies and science. Content areas taught in English (the second language) include reading and language skills. Math, reading and language skills are taught to English speakers in Spanish. Spanish and English are used simultaneously in teaching art, music, and physical education.
Curriculum areas stressed at each level are reading and language skills in both languages. The classroom is organized according to language dominance so that grades K-1 receive instruction in first language--70 percent, and second language--30 percent; grade 2 receives instruction in first language--60 percent, and second language--40 percent.
Student achievement in second language learning is measured by the *Stanford Early School Achievement Test*, *Test of Basic Experiences*, *Oral Word List* and teacher evaluation.
The Parent Advisory Group met 10 times during 1972-73. Activities included program planning and implementation.
Evaluation of students' progress is by teachers every 10 weeks and by the education program auditory by means of analysis of pre- and post- testing.

Bilingual Early Childhood Education
Public School System of Gary
Contact: Carrie B. Dawson, Project Director (219) 886-3111
620 E. 10th Place Ext. 242
GARY, INDIANA 46402

Spanish (Mexican American, Puerto Rican). Fourth funding year
Grades: PreK-2; 11 classes, 243 students (177 Mexican American and Puerto Rican, 166 Black and other ethnic groups).
Students not participating total 2,261 (769 Mexican American and Puerto Rican, 1,492 Black and other ethnic groups).
Staff of 4 bilingual professionals and 8 bilingual paraprofessionals paid from Title VII ESEA funds; 7 professionals and 2 paraprofessionals paid from Title I and local education agency funds; 6 volunteers.
Two schools: Jefferson, Brunswick.

Staff development activities anticipated for 1973-74 included inservice training sessions.

Activities in which the project director anticipated participating included supervision and coordination of the program, inservice training, parent coordination and proposal development.
Instructional materials for the program are project-developed and produced, and adapted from commercial material by project personnel. The project has developed materials in the area of oral language. Anticipated materials development for 1973-74 included a special curriculum for preschool.
Content areas taught in Spanish and English are oral language, reading, and language arts. Directed reading, math and science are taught in English; SSL and language arts are taught to English-speaking students. The classroom is organized for large group instruction in a team teaching situation, and for small group instruction.
Student achievement in academic areas is measured by teacher-graded inventories and pre-, mid-, and post- testing with achievement tests.
The Parent Advisory Group met 10 times during 1973-74; activities included assisting in recruiting children, assisting in developing proposal, assisting in evaluating the program, approving the proposal and the budget, and planning and developing a community program during Latin American Week.
Evaluation of students' progress is by means of pre-, mid- and post- testing with published instruments. The midyear program evaluation is performed by the Supervisor of Foreign Language and Teaching English to Speakers of Other Languages.

*LOUISIANA*

H. K. Dyess, Director (504) 389-5291
Federally Assisted Programs
State Department of Education
BATON ROUGE, LOUISIANA 70804

4 projects
1,945 students
Languages taught: French, Spanish, English.
Ethnicity of participating students: 1,099 French, 187 from Latin American Countries, 216 Black (French), 403 Anglo American. (For numbers of non-participating students see individual projects.)

Bilingual Education Program
St. Martin Parish School Board
Contact: Hazel Delahoussaye, Project Director (318) 332-2105
Instructional Center
111 Courville Street
BREAUX BRIDGE, LOUISIANA 70517

French (French, Acadian, Creole) Fourth funding year
Grades: K-4. 15 classes, 411 students (150 Anglo American, 261 French). School district students not participating in the project total 891 (502 Anglo American, 389 French).
Staff of 9 bilingual professionals, 2 bilingual nonprofessionals, and 5 bilingual paraprofessionals paid from Title VII ESEA funds.
Four schools: Breaux Bridge Primary, Breaux Bridge Elementary, Parks Primary, Parks Elementary.

Staff development activities anticipated for 1973-74 included workshops specializing in reading, math, methodology and materials for aides and teachers.
Activities in which the project director anticipated participating included areas of staff development, classroom demonstrations and visitations, and program administration.
Instructional materials used in the project are primarily project-developed and produced. The project has developed a curriculum for grade two, French achievement tests for math and language for levels K-4, slides for cultural instruction, and curricula for Kindergarten and Grades 1 and 3.
Anticipated materials development for 1973-74 included revision of curricula for levels K, and 3, and development of a curriculum for grade 4.
Content areas taught in the non-English (first) language of the student and in English, the second language, include language arts, reading, math, social studies, science, art, music and physical education. All subject areas are taught to English speakers in French, and in both languages simultaneously.
Curriculum areas stressed at each level are language arts, math and reading 2 through 4. The classroom is organized for large group instruction in a team teaching situation and for microteaching.
Student achievement in second language learning is indicated by a high improvement on standardized tests by 70 percent or more of the pupils.
The Parent Advisory Group met 6 times during 1972-73; activities included a Parent Visitation Day, Parent Night, various classroom volunteer programs and program evaluation.
Evaluation of students' progress is made by means of pre- and post- testing, pre- and post- sociograms, pre- and post-self-appraisal inventory, project-developed French achievement tests and a monthly performance objective checklist.
The program is evaluated by internal and external evaluators.

LOUISIANA

Lafayette Parish Bilingual Program
Lafayette Parish Schools
Contact: Dr. Ruth Bradley, Project Director (318) 232-0898
400 Willow Street
LAFAYETTE, LOUISIANA 70501

French (Acadian-French, Creole-French) Fourth funding year
Grades: K-4; 22 classes, 616 students (75 Anglo American, 325 French, 216 Black [French]). Students not participating in the project total 128 (124 Anglo American, 4 Black [French]).
Staff of 5 bilingual professionals, 1 clerical worker and 5 bilingual paraprofessionals paid from Title VII ESEA funds; 22 professionals and 7 paraprofessionals paid from Lafayette Parish Schools funds. Funds other than Title VII constitute 50 percent of 1973-74 project budget.
Two schools: Alice Boucher, Truman.

Staff development activities anticipated for 1973-74 included a teacher training program and a teacher-assistants-from-France program.
Activities in which the project director anticipated participating included areas of staff development, curriculum development, field testing of project-developed materials, and project administration.
Instructional materials used by the project are primarily project-developed and produced. The project has developed materials in social studies (local history, culture and customs, K-3), math (K-3), French reading (1-3), music (K-4), physical education (K-5) and art (K-3). Anticipated materials development for 1973-74 included the same topics previously developed, as well as readers in various French topics.
Content areas taught in the non-English (first) language include math, social studies, language arts, physical education, music and art. The same topics are taught in English (working toward 60 percent - 40 percent). Areas in which English speakers are taught in French include French language arts, music, art, physical education and, as fluency develops, social studies and math.
Curriculum areas stressed at each level are: Kindergarten--grades 1-2--language arts, math and social studies; grades 3-4--reading, language arts, math and social studies. The classroom is organized primarily for team teaching and small group instruction.
Student achievement in second language learning is measured by the *Metropolitan Achievement Test* and locally developed achievement tests in French.
The Parent Advisory Group met as a complete group 6 times in 1972-73; activities included classroom assistance, programs for the general public and regional language vocabulary input.
Evaluation of students' progress is made by commercial and project-developed tests.

Iberia French/English Bilingual Program
Iberia Parish School District
Contact: Evans A. Lemaire, Project Director (318) 365-2341
Star Route B, Box 390B (NAS) Ext. 68
NEW IBERIA, LOUISIANA 70560

French Second funding year
Grades: K-3; 19 classes, 553 French students. Students not participating total 240 (French ).
Staff of 11 bilingual professionals, 6 bilingual paraprofessionals, and 19 professionals paid from Title VII ESEA funds. Title VII funds provide 100 percent of the 1973-74 project budget.
Four schools: Avery Island, Coteau, Loreauville, Delcambre.

Activities in which the project director anticipated participating during 1973-74 included administering the program and spending 40 percent of his time in supervision.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed materials in the areas of storytelling and music. Anticipated materials development during 1973-74 was in the area of reading.
Content areas taught in English and French are reading, mathematics, social living (culture), fine arts and physical education.
Curriculum areas stressed at each level are: K--identification of self, grade 1--identification of self, plus math; grade 2--reading readiness and math; grade 3--reading and math. The classroom is organized primarily for team teaching.
Student achievement in second language learning is measured by pre- and post- testing, which indicates that progress of the students in the bilingual program paralleled and in some cases surpassed the non-participating students and schools. Academic progress is indicated by each school reaching LEA norms and in two schools surpassing the LEA norms.
The Parent Advisory Group met 6 times during 1972-73. Activities included program implementation, program evaluation and planning and reviewing the application for continuation.
Evaluation of students' progress is by means of pre- and post- testing with published instruments and the staff-developed *Test of Basic French Language Comprehension*. An evaluator and an outside auditor prepared interim and final reports.

New Orleans Bilingual Education Program
New Orleans Public Schools
Contact: Robert Leo Kastner, Project Director (504) 865-7781
1515 South Salcedo Street
NEW ORLEANS, LOUISIANA 70125

LOUISIANA

Spanish (multiethnic) Third funding year
Grades: PreK-4; 12 classes, 365 students (178 Anglo American, 187 of other ethnic groups, mostly from Latin American countries). Students not participating total 929 (685 Anglo American, 244 of other ethnic groups).
Staff of 3 bilingual professionals and 13 bilingual paraprofessionals paid from Title VII ESEA funds; 12 1/3 (man-hour equivalence) professionals, 5 paraprofessionals and 6 volunteers, salaries paid from New Orleans Public Schools funds. Funds other than Title VII constitute 25 percent of the 1973-74 project budget.
Three schools: El Yo-yo Preschool, Bradley, Crossman.

Staff development activities anticipated for 1973-74 included inservice programs and a five-week preservice workshop at the National University of Mexico.
The project director anticipated participating in all project activities.
Instructional materials used by the project are primarily those adapted from commercial material by project personnel. Anticipated materials development for 1973-74 was in the area of social studies.
All content areas are taught in English and Spanish, separately and simultaneously.
Curriculum areas stressed at each level are language arts, math, social studies, science, art, music and physical education. The classroom is organized primarily with team teaching, utilizing an open classroom and non-graded concepts.
Student achievement in second language learning and academic progress is measured by means of pre- and post- testing using *Inter-American Series* tests, *Metropolitan Achievement Tests* and project-developed tests.
The Parent Advisory Group met 12 times in 1972-73. Activities included preparation of objectives and the application for continuation, budget preparation, dissemination of project information and project evaluation.
Evaluation of students' progress is made at the beginning and end of the school term with the *Inter-American Series* tests, at mid-year with *Metropolitan Achievement Tests*, and at the end of the year with staff-developed tests of educational objectives. A contracted evaluator administers tests and conducts observations and interviews.

*MAINE*

Ed Booth, Coordinator (207) 289-2541
Title III NDEA
State Department of Education
AUGUSTA, MAINE 04330

3 projects
899 students
Languages taught: Passamaquoddy, French, English.
Ethnicity of participating students: 64 Passamaquoddy, 761 French, 7 English language dominant, 67 Anglo American.
(For numbers of non-participating students see individual projects.)

Wabnaki Bilingual Education Project
Maine Indian Education
Contact: Wayne A. Newell, Project Director (207) 796-5591
River Road, Box 291
CALAIS, MAINE 04619

Passamaquoddy (Algonquin Dialect) Third funding year
Grades: PreK-6; 4 classes, 71 students (7 English language dominant, 64 Passamaquoddy).
Staff of 1 administrator, 8 teachers, 1 curriculum developer, 1.5 (manhour equivalence) evaluators, 1 clerical person.
Funding other than Title VII ESEA is provided by local and other federal funds, and constitutes 40 percent of the 1973-74 project budget.
One school: Indian Township School.

Staff development activities anticipated for 1973-74 included a two-week preservice and a one-week inservice teacher training workshop with emphasis on teaching language and curriculum development, monthly inservice staff meetings, and a six-week summer planning session for staff.
Instructional materials used in the project are primarily project-developed and produced. The project has developed sequenced readers, a bilingual newsletter, language master cards, labels throughout the school, work sheet exercises and Passamaquoddy language games. Anticipated materials development for 1973-74 included continued development of an audiovisual Passamaquoddy dictionary and development of classroom instructional materials.
Content areas vary according to grade level. Early childhood (ages 4-6) areas are math, basic language concepts, and acquisition of skills in motor development and social development. Primary grade areas are specific skills for Passamaquoddy and English reading, writing and phonics as well as formalized math, social studies and science. Middle grade

content areas are the same as primary, with practical applications and repeated use of basic skills. Junior high subject areas in which each student studies 5 or 6 subjects include language arts, math, career education and sampling, Passamaquoddy language, history and culture, science, health and natural science, and short-term electives.
The Parental Advisory Group served as an advisory committee for language materials; other activities during 1972-73 included two open houses, periodic classroom visitations and parent teacher conferences.
Evaluation by an external auditor and internal evaluators is by means of a combination of standardized and teacher-made tests, taping and analysis of oral language, checklists and evaluation observation.

Caribou Exemplary Bilingual Program for French-Americans
Caribou School Department
Contact: Gilbert J. Albert, Project Director (207) 492-1871
59 Glenn Street
CARIBOU, MAINE 04736

French (French Canadian, Acadian) Second funding year
Grades: K-2; 6 classes, 148 students (67 Anglo American, 81 French). Students not participating in the project total 483 (376 Anglo American, 107 French).
Staff of 2 bilingual professionals and 6 bilingual paraprofessionals paid from Title VII ESEA funds; 18 professionals paid from state and local funds. Funds other than Title VII constitute 17 percent of the 1973-74 project budget.
Two schools: Teague Park, Sincock.

Staff development activities anticipated for 1973-74 included teacher training workshops focusing on individualized instruction, the use of French in content areas and a curriculum guide for French objectives.
Activities in which the project director anticipated participating in 1973-74 included areas of staff development, classroom observation, public media utilization, administrative duties and teaching night classes to parents.
Instructional materials used by the project are both project-developed and produced, and adapted from commercial material by project personnel. The project has developed materials in areas of cultural heritage (social studies) and French language arts, as well as individual math projects and student- and teacher-made booklets. Anticipated materials development for 1973-74 included units in French and English language arts, and expansion of the math individualization program.
Content areas taught in French and English are reading readiness, math readiness, social development and social studies;

art is taught in French, and science, music, physical education, writing and spelling are taught in English, the second language.
Curriculum areas stressed at each level are: K--listening and comprehension skills; grade 2--writing and spelling; K-2--social development, science, math readiness, reading readiness, music, art and physical education. The classroom is organized for individualized, small group and large group instruction.
Student achievement in second language learning and academic progress is measured by the *English Oral Production Test, the Metro '70 Primer, Primary I and II, the Cooperative Pre-School Inventory,* and project-adapted tests in French. The Parent Advisory Group met 7 times during 1972-73; activities included public media project promotion and classroom participation.
Evaluation of students' progress is by means of pre- and post- testing, teacher checklists, random sampling and evaluation sheets.

St. John Valley Bilingual Program
Madawaska School System, Maine School Admin. Districts 24 & 33
Contact: Omer Picard, Project Director (207) 728-4849
P.O. Box 210
MADAWASKA, MAINE 04756

French Fourth funding year
Grades: K-4; 38 classes, 680 students (French). Students not participating in the project total 120 (French).
Staff of 4 bilingual professionals and 3 bilingual paraprofessionals paid from Title VII ESEA funds; 38 professionals and 24 paraprofessionals paid from school district and Title I funds. Funds other than Title VII constitute 70 percent of the 1973-74 project budget.
Eight schools: Montfort, Or. Levesque, St. Thomas, Evangeline, Acadia, St. John, Keegan, Champlain.

Staff development activities anticipated for 1973-74 included a three-module course dealing with curriculum sequencing in math, science and social studies; an inservice course in French and five workshops on material development, and classroom usage. Activities in which the project director anticipated participating during 1973-74 include staff development activities and project administration.
Instructional materials for the project are commercially produced (English language) and project-developed and produced (French language). The project has developed materials in areas of social science, math, geography and language arts (French). Anticipated materials development for 1973-74 included areas of science and ecology.

MAINE-
MARIANA ISLANDS

Content areas taught in the non-English (first) language are social science, math, geography and language arts. Areas taught in English as a second language include language arts, math, science and social studies. English speakers are taught music, art and social science in French; English and French are used simultaneously in teaching math, social studies and science.
Curriculum areas stressed at each level are: K--music, art, social science and oral language usage; grade 1--reading; math, music and dramatic arts; grade 2--math, vocabulary development and social studies; grade 3--language usage, math, science, social studies, art and music. The classroom is organized primarily for small group learning centers and large group activity sessions.
Student achievement in second-language learning and academic progress are measured by pre- and post- testing using a variety of commercial instruments.
The Parent Advisory Group met monthly in 1973-73; activities included Parent Night, a parent attitude survey, and classroom participation.
Evaluation of students' progress is accomplished by means of project-developed instruments related to the syllabus, as well as by nationally utilized instruments.

*MARIANA ISLANDS*

Samuel Murphy (Overseas Operator)
Federal Programs Officer Saipan 968
Department of Education
Trust Territory of the Pacific Islands
SAIPAN, MARIANA ISLANDS 96950

1 project
105 students
Languages taught: Ponapean, Palauan, English.
Ethnicity of participating students: 418 Ponapean, 58 Palauan.

Trust Territory Bilingual Education Project
Trust Territory of the Pacific Islands (Palau, Ponape)
Contact: Bethel Oestman, Project Director (Overseas Operator)
Headquarters Education Saipan 3153
SAIPAN, MARIANA ISLANDS 96950

Palauan and Ponapean. Second funding year
Grades: 1-2; 5 classes, 105 students (48 Ponapean, 58 Palauan).
Students not participating in the project total 269 (140 Palauan, 129 Ponapean).
Staff of 3 bilingual professionals and 7 bilingual paraprofessionals paid from Title VII ESEA funds; 7 professionals paid from local education agency funds. Funds other than Title VII constitute 35 percent of 1973-74 project budget.
Two schools: Airai (Palau), Wone (Ponape).

Staff development activities anticipated for 1973-74 included inservice teacher training.
Activities in which the project director anticipated participating in 1973-74 included training, evaluation, planning and administration.
Instructional materials for use in Palau are project-developed and produced; those in Ponape are adapted from commercial material in areas of reading, cultural studies (arts and crafts) and social studies. Anticipated materials development for 1973-74 included areas previously developed and language arts.
All content areas are taught in the non-English (first) language of the student. There are no English-speaking students in the project. Oral English is taught in grades 1 and 2, and beginning reading in English is taught in grade 2.
The curriculum area stressed at each level is social studies.
The classroom is organized primarily for large group instruction by the teacher, with some grouping using an aide.
The Parent Advisory Group met three times during 1972-73; activities included review of program and materials, classroom participation and demonstration of arts and crafts.
Evaluation of students' progress is made twice yearly by compilation of student record sheets of daily progress and periodic tests. The project director serves as the project evaluator, making record of informal visits and observations in November, and compilation and analysis of records in January and June.

## *MASSACHUSETTS*

Robert L Jeffery, Coordinator (617) 727-5712
Title I, ESEA
State Deparment of Education
BOSTON, MASSACHUSETTS 02111

7 projects
1,943 students
Languages taught: Portuguese, Spanish, English.
Ethnicity of participating students: 275 Portuguese, 685 Puerto Rican, 30 Black, 218 Spanish language dominant, 170 Spanish language dominant of several nations, 323 English language dominant, 245 Anglo American, 7 of other ethnic groups. (For numbers of non-participating students see individual projects.)

Boston Bilingual Education Program
Boston Public Schools
Contact: Carol Snyder, Project Director (617) 261-3968
Old Boston College High School
21 James Street
BOSTON, MASSACHUSETTS 02118

Spanish (Puerto Rican) Fifth funding year
Grades: 1-4. 8 classes, 215 students.
Staff of 12 professionals, 7 paraprofessionals (Statistics from 1972-73).
Two schools: Mackey, Hawthorne.

Staff development activities anticipated for 1973-74 included inservice training sessions for teachers and aides.
Activities in which the project director anticipated participating in 1973-74 included project administration and coordinating staff development and evaluation.
Instructional materials for the project are primarily commercially produced.
Content areas taught in Spanish and English conform to Massachusetts state guidelines.
The Parent Advisory Group held regularly scheduled meetings during 1972-73. Activities included review of the continuation proposal and program planning, and a successful Parent Tutorial Program.
Evaluation of students' progress is by means of standardized instruments. An external contracted auditor prepares interim and final reports.

Title VII Bilingual Bicultural Program
Chelsea School Department
Contact: Christine M. Lozano, Project Director (617) 884-5544
Williams School, Walnut Street
CHELSEA, MASSACHUSETTS 02150

Spanish (Puerto Rican) Second funding year
Grades: 1-3; 6 classes, 120 students (60 Anglo American, 50 Puerto Rican, 3 Black, 7 of other ethnic groups).
Staff of 7 bilingual professionals and 6 bilingual paraprofessionals paid from Title VII ESEA funds; 2 professionals and 2 nonprofessionals paid from Chelsea School Department funds.
Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
Two schools: Williams, Shurtleff.

Staff development activities anticipated for 1973-74 included a two-day summer preservice workshop and weekly inservice workshops.
Activities in which the project director anticipated participating during 1973-74 included staff development, community involvement, materials acquisition and instructional supervision.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of social studies, science and phonics. Anticipated materials development during 1973-74 included Spanish as a second language, social studies, science and health.
Content areas taught in Spanish and English are math, science, social studies and integrated language arts.
Curriculum areas stressed at each level are: grade 1--reading, language arts (first language); grade 2--reading, language and math; grade 3--reading, language, math, social studies and science. The classroom is organized for small group instruction in a team teaching situation.
Student achievement in second language learning is measured by pre- and post- testing with the *English Oral Production Test* and the *Comprensión del Lenguaje Oral* test.
The Parent Advisory Group met 8 times during 1972-73; activities included a Christmas *piñata* party, field trips, a paraprofessional teacher aide course, ESL and SSL classes, and morning coffee hours.
Evaluation of students' progress is by means of teacher-made tests throughout the year and pre- and post- testing with standardized instruments. Heuristics Inc. served the program's evaluation function, utilizing classroom observations, test results and frequent meetings with the teaching and administrative staff.

MASSACHUSETTS

Bilingual Middle School Research and Development Center
Fall River Public Schools
Contact: John R. Correiro, Project Director (617) 678-4571
128 Hartwell Street Ext. 253
FALL RIVER, MASSACHUSETTS 02721

Portuguese Second funding year
Grades: 5-6; 12 classes, 285 students (110 Anglo American, 175 Portuguese). Students not participating total 1,062 (520 Anglo American, 542 Portuguese).
Staff of 9 bilingual professionals, 1 monolingual professional and 9 bilingual paraprofessionals paid from Title VII ESEA funds; 17 professionals, 2 paraprofessionals and 6 volunteers, salaries paid from local education agency funds. Funds other than Title VII constitute 40 percent of the 1973-74 project budget.
Five schools: Hartwell Street, McDonough Annex, Watson, Espíritu Santo and St. Michael.

Staff development activities anticipated for 1973-74 included Project Spoke (Norton, Massachusetts) Workshops and inservice sessions.
Activities in which the project director anticipated participating included staff development, project administration and development of an Individually Guided Education Program.
Instructional materials for the project are primarily project-developed and produced. The project has developed an individualized instruction curriculum in Portuguese as a second language, language arts, math and social studies, and mini-courses in the history and culture of Portugal. Anticipated materials development for 1973-74 included an anthology of Portuguese literature for middle grades.
Content areas taught in the non-English (first) language of the student and in English (the second language) include language arts, math, social studies and science. English-speaking students are taught language skills, math and science in Portuguese. The classroom is organized in two models; a departmentalized model at McDonough Annex and a self-contained classroom at Hartwell and Watson Schools. Both models use learning packages adapted from the Project Spoke Model and the Continuous Progress Learning Model.
Student achievement in second language learning and academic growth is measured by pre- and post- testing with commercial instruments.
The Parent Advisory Group met three times in 1972-73; activities included establishment of goals, bylaws and the agenda for 1973-74, and review of the project and curriculum.
Evaluation of students' progress and the program is provided by Heuristics Inc., utilizing commercial instruments for pre- and post- testing.

West Street School Bilingual Project
Holyoke Public Schools
Contact: Alice G. Meisel, Project Director (413) 532-2502
West Street School, 98 Suffolk Street
HOLYOKE, MASSACHUSETTS 01040

Spanish (multiethnic) Third funding year
Grades: K-4; 15 classes, 441 students (218 Spanish language dominant, 223 English language dominant).
Staff of 1 administrator, 23 teachers, 2 specialists, 1 pupil personnel worker, 2.5 (manhour equivalence) teacher aides, 2.5 community liaisons, 1 clerk. Funding other than Title VII ESEA is provided by local, Model Cities, and other federal funds and constitutes 58 percent of the 1973-74 project budget.
One school: West Street School.

Staff development activities anticipated for 1973-74 included preservice workshops in philosophy, goals, objectives, administration, and curriculum of the project; small group and individual inservice training sessions; and courses in cooperation with Westfield State College in the psychology of reading, interim group dynamics, urban sociology, and workshop in classroom problems.
Activities in which the project director anticipated participating included administrative duties and coordination of staff development and evaluation.
Instructional materials used by the project are commercially produced and adapted from commercial materials by project personnel.
Content areas taught in the dominant language of the student are language arts, arithmetic, reading, science, social studies, art, music, physical education, health and safety. Reading and oral language skills in the student's second language are developed before the introduction of second language instruction in content areas.
The Parent Advisory Group held regularly scheduled meetings during 1972-73, and planned to hold meetings in parents' homes during 1973-74. Activities included an open house attended by 200 parents, Puerto Rican History Week, field trips, cultural celebrations and a school fair.
Evaluation of students' progress is by means of pretesting and posttesting with *Metropolitan Achievement Tests*, *Pupil Behavior Inventory* and teacher records. A contracted external auditor prepares interim and final evaluation reports.

MASSACHUSETTS

CAPABLE (Change and Progress Accomplished by Language Education)
Lawrence School Department
Contact: Francesco M. Benenati, Project Dir. (617) 686-7701
1 Mill Street
LAWRENCE, MASSACHUSETTS 01840

Spanish (Multinational) Third funding year
Grades: 7-12; 10 classes, 200 students (102 Puerto Rican, 26 Dominican, 25 Ecuadorian, 5 Black and 25 Anglo American). Students not participating total 2,598 (300 Spanish surnamed, 67 French, 52 Portuguese, 14 Chinese, 30 Black and 2,135 Anglo American).
Staff of 4 bilingual professionals paid from Title VII ESEA funds; 12 professionals and 10 paraprofessionals paid from local education agency funds. Funds other than Title VII constitute 65 percent of the 1973-74 project budget.
Two schools: Lawrence High School, Oliver Junior High School.

Staff development activities anticipated for 1973-74 included a six-week workshop developing learning achievement packets for ESL, Spanish, science, social studies and math.
Activities in which the project director anticipated participating during 1973-74 included staff development and in-service training for teachers and aides, and parent and community involvement. The local education agency participates through workshops for bilingual and monolingual teachers.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of science, social studies and English as a second language. Further materials development is anticipated in the same areas.
Content areas taught in English and Spanish are math, science, social studies and language, including ESL and SSL.
Curriculum areas stressed at each level are: general math through geometry, general science, earth science, biology, chemistry, geography, various cultures, American history, U.S. history, world history and Latin American history.
Classroom instruction is a combination of large and small group instruction; increased use of individualized instruction was planned for the 1973-74 school year.
Student achievement is indicated by 8 percent of project participants' making the honor roll, and dramatic increase in the percentage of Spanish speakers who finish high school.
The Parent Advisory Group met 9 times during 1972-73; activities included approval of program goals and implementation of objectives, classroom visitations, a Christmas party and a Spanish musical soirée.
Evaluation of students' progress is by means of pre- and post-testing in October and May, and monthly teacher-made tests. Heuristics, Inc. performs program evaluation with pre- and post- testing, questionnaires for students, teachers, aides and the advisory council, and on-site visits.

New Bedford Bilingual Program
New Bedford Public Schools
Contact: Abel D. Fidalgo, Project Director (617) 997-4511
455 County Street, Room 134 Ext. 216
NEW BEDFORD, MASSACHUSETTS 02740

Portuguese Fourth funding year
Grades: K-4; 10 classes, 200 students (100 Portuguese, 100 English language dominant).
Staff of 1 administrator, 10 teachers, 2 specialists, 1 pupil personnel worker, 1 evaluator, 12 teacher aides, 1 community liaison, 1 clerk. Funding other than Title VII is provided by state, local and other federal agencies, and constitutes 35 percent of the 1973-74 project budget.
One school: Sarah D. Ottiwell School.

Staff development activities anticipated for 1973-74 included weekly inservice meetings for materials development, a summer curriculum workshop for Portuguese materials, and summer courses at Southwestern Massachusetts University in methods, curriculum development, foundations and humanistic awareness. Activities in which the project director anticipated participating during 1973-74 included coordination of staff development and evaluation, parent and community involvement and implementation of the management schedule. The LEA performs monthly and quarterly accounting reports.
Instructional materials used by the project are project-developed and produced, and adapted from commercial materials by project personnel. The project has developed instructional materials and achievement tests in Portuguese in the areas of math, science and language arts. Anticipated materials development includes books for teaching cursive handwriting, drawn from language arts for the Portuguese vernacular, and the adaptation of the ESL package of *Let's Learn Language* McNally Educational Publications into a PSL (Portuguese as a Second Language) package with its twenty filmloop cassette filmstrips.
Content areas are taught mostly in Portuguese for recent immigrants, with increasing amounts of English used in math and science. Math, science, social studies, and language arts are taught in the bilingual situation with teacher aids and individualized instruction.
Student achievement in second language learning is measured with the *Michigan Oral Language Production Test* and the *Portuguese Comprehension of Oral Language Tests*, among others The Parent Advisory Group met 10 times during 1972-73. Activities included classroom visitations, parent-teacher conferences and an open house which some 200 parents attended.
Evaluation of students' progress is by means of pretesting and posttesting with criterion-referenced tests for specific grade levels, and standardized achievement tests. A contracted independent audit team from the University of Rhode Island at Kingston prepared pre-audit reports.

MASSACHUSETTS

Carew Street School Bilingual Project
Springfield Public Schools
Contact: Judith E. Kennedy, Project Director (413) 734-8373
75 Carew Street
SPRINGFIELD, MASSACHUSETTS 01104

Spanish (Puerto Rican) Fifth funding year
Grades: K-8; 15 classes, 482 students (50 Anglo American, 410 Puerto Rican, 22 Black).
Staff of 4 bilingual professionals, 1 monolingual professional and 2 bilingual paraprofessionals paid from Title VII ESEA funds; 27 professionals, 11 paraprofessionals and 2 volunteers, salaries paid from Springfield Public School funds.
Funds other than Title VII constitute 80 percent of 1973-74 project budget.
Two schools: Carew Street, Chestnut Junior High School.

Staff development activities anticipated for 1973-74 included academic workshops and inservice sessions.
Activities in which the project director anticipated participating in 1973-74 included staff development, continued finalization of the Puerto Rican unit including media, and development of reading materials. The local education agency expected to participate in inservice training and continued development of a teachers' manual for the *Miami Linguistic Readers*.
Instructional materials used by the project are primarily those adapted from commercial material by project personnel. The project has developed materials in areas of reading and Puerto Rican history and culture. Anticipated materials development for 1973-74 included areas of reading and social studies.
Content areas taught in the non-English (first) language of the student and in English (the second language) are reading, social studies, arithmetic and science (discovery). English-speaking students are taught social studies and reading in Spanish.
Curriculum areas stressed at each level are: K--listening skills, oral skills, audio discrimination and counting 1-10; grade 1--graphic symbols reading, visual discrimination, recognition of numbers; grade 2--word attack skills, subtracting and regrouping; grade 3--reading skills and content purposeful reading, fractions, review and problem solving; grade 7-8--reading skills and content note-taking. The classroom organization in grades 1-3 is into three units with four subdivisions within each unit; grades 4-6 are ungraded; grades 7 and 8 are dispersed among the junior high divisions.
Student achievement in second language learning is measured by the *Carew Usage Survey*, *Metropolitan Reading and Arithmetic Subtests*, Puerto Rican *Básicas en Lectura* and the *G.T.A. Prueba de Lectura*.
The Parent Advisory Group met 8 times in 1973-74; activities included development of parent skills, language workshops and a Christmas banquet.

Evaluation of students' progress is made in September, February, and June by standardized tests and project-developed surveys.

## *MICHIGAN*

Barbara Ort (517) 373-3317
Foreign Language Consultant
State Department of Education
LANSING, MICHIGAN 48902

4 projects
2,346 students
Languages taught: Spanish, English.
Ethnicity of participating students: 461 Mexican American, 320 Spanish language dominant, 80 Puerto Rican, 30 Cuban, 40 South American, 1 Chinese, 244 Black, 71 American Indian, 286 English language dominant, 781 Anglo American. (For numbers of non-participating students see individual projects.)

### Detroit's Innovative, Comprehensive Program for Bilingual Students

City of Detroit School District
Contact: Frank P. Lozano, Project Director (303) 826-7340
Bilingual Education - Region 2
Detroit Public Schools
1450 25th Street
DETROIT, MICHIGAN 48216

Spanish (Multiethnic) Second funding year
Grades: K-3; 11 classes, 776 students (160 Anglo American, 250 Mexican American, 80 Puerto Rican, 56 American Indian, 160 Black, 30 Cuban, 40 South American).
Staff of 45.5 (manhour equivalence) professionals, 14 paraprofessionals and 2 volunteers. Title VII funds constitute 100 percent of the 1973-74 project budget.
One school: Webster Elementary.

Staff development activities anticipated for 1973-74 included paraprofessional and high school cross-tutoring training. Activities in which the project director anticipated participating during 1973-74 included staff development and development of a bilingual preschool curriculum and a bilingual resource center.

Instructional materials for the project are project-developed and produced, and commercially produced. The project has developed a criterion reference test for grades K-2. Anticipated materials development included a bilingual preschool program and a high school tutoring packet for use in the early elementary grades.
Content areas stressed at each level are decoding, encoding and reading in Spanish and English, with math in English. The classroom is organized for large group instruction with team teaching and small groupings with individualized instruction.
Student achievement in second language learning is indicated by a mean score of 83 percent on the *SAT* tests in reading and math for grades 1 and 2. Other tests used are the *Detroit Reading Readiness Test*, the *Spanish (CR) Test*, and the *Ethnic Heritage Test*.
The Parent Advisory Group met 7 times during 1972-73. Activities included interaction with the advisory committee and PTA groups, and community and open school meetings.
Evaluation of students' progress is by means of evaluative instruments administered on a schedule; the Research, Development and Evaluation Department of the Detroit Public Schools performs the program evaluation.

Grand Rapids Bilingual Bicultural Project
Grand Rapids Public Schools
Contact: Dr. Rodolfo Martínez, Project Dir. (616) 456-4999
143 Bostwick Northeast
GRAND RAPIDS, MICHIGAN 49502

Spanish (Multiethnic) Second funding year
Grades: K-4, 16 classes, 459 students (286 Anglo American, 144 Mexican American, Cuban and Puerto Rican, 1 Chinese, 13 American Indian, 15 Black). Students not participating in the project total 107 (86 Anglo American, 34 Mexican American, Cuban and Puerto Rican, 8 American Indian, 9 Black).
Staff of 4 bilingual professionals and 5 bilingual paraprofessionals paid from Title VII ESEA funds; 16 professionals, 10 paraprofessionals and 20 volunteers, salaries paid from Title I, Local Education Agency and Michigan State Aid, Chapter III funds. Funds other than Title VII constitute 66 percent of the 1973-74 project budget.
Two schools: Hall, Lexington.

Staff development activities anticipated for 1973-74 included inservice workshops and material preparation workshops. Activities in which the project director anticipated participating during 1973-74 included establishment of a regional inservice training workshop and an inservice cultural awareness system-wide workshop for teachers.

Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of Spanish reading and math, multiethnic social studies units and an annotated bibliography of library books. Anticipated materials development for 1973-74 was in the same areas.
Content areas taught in the non-English (first) language of the student includes reading, math, science and social studies. All areas are taught in English. English-speaking students are taught Spanish language skills and math in Spanish.
Curriculum areas stressed at each level are language arts, math and social studies. The classroom is organized primarily for small group team teaching and contract learning.
Student achievement in second language learning and academic growth is measured by standardized tests.
The Parent Advisory Group planned an expanded program in 1973-74, made review and recommendations for the project, and participated in a multiethnic program.
Evaluation of students' progress is made by means of a mid-year evaluation, city-wide pre- and post- tests, state assessment tests and several on-site visits by the evaluator during the school year.

Lansing Bilingual Program
Lansing School District
Contact: María Ramírez, Project Director (517) 489-1495
620 Lesher Place
LANSING, MICHIGAN 48912

Spanish (Multiethnic) Fifth funding year
Grades: K-4; 23 classes, 619 students (335 Anglo American, 211 Mexican American, 2 Puerto Rican, 2 American Indian, 69 Black).
Staff of 4 bilingual professionals, one secretary, and 10 bilingual paraprofessionals paid from Title VII ESEA funds; 23 professionals and 13 paraprofessionals paid from local, Title I, and Chapter III funds. Funds other than Title VII constitute 67.7 percent of the 1973-74 project budget.
Three schools: Grand River, High Street, Oak Park.

Staff development activities anticipated for 1973-74 included preservice and inservice training.
Activities in which the project director anticipated participating in 1973-74 include community involvement, utilization of public media to promote the program, and project administration.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of language arts and culture. Anticipated mate-

rials development in 1973-74 included additional project-oriented materials and continuation of the newsletter.

Content areas taught in the non-English (first) language of the student include language arts, math and culture. All areas are taught in English, the second language; language arts and math are taught with Spanish as a second language to English speakers. Math is taught in Spanish and English simultaneously.

Curriculum areas stressed at each level are language arts, math, social studies and reading in Spanish for the upper grades. The classroom is organized primarily for team teaching, rotating within the room with a large group or two smaller groups.

Student achievement in second language learning and academic progress are measured by *Basic Language Competence Tests in English and Spanish, Mathematics Criterion-Referenced Tests,* the *Metropolitan Readiness Test (K)*, and standard achievement tests (Grade-4).

The Parent Advisory Group met three times during 1972-73; activities included participation in development of the continuation proposal and classroom visitation.

Evaluation of students' progress is by means of a variety of instruments, including the *Hispanic Culture and Heritage Test;* an evaluation assistant provides the initial, interim and final evaluations.

Bilingual Education Program
School District of the City of Pontiac
Contact: José Frank Soriano, Project Director (313) 335-9461
60 Park Hurst
PONTIAC, MICHIGAN 48058

Spanish (multiethnic) Fifth funding year
Grades: K-6; 15 classes, 462 students (286 English language dominant, 176 Spanish language dominant).

Staff of 1.5 (manhour equivalence) administrators, 17 teachers, 3 specialists, 2 pupil personnel workers, 13 teacher aides, 2 community liaison workers, and 2 clerical personnel. Funding other than Title VII ESEA is provided by local and other federal funds, and constitutes 45 percent of the 1973-74 project budget.

Two schools: Whitmer Human Resources Center, McCarroll Elementary.

Staff development activities anticipated for 1973-74 included a two and a half day inservice workshop for all staff, courses for teacher aides at Oakland Community College , continuous inservice three half-days per month to discuss lesson plans, methods of instruction, materials, learning problems with certain students, community programs and parent counseling, and district-wide human relations institutes.

Activities in which the project director anticipated participating during 1973-74 included coordination of staff development, evaluation and materials development. Instructional materials used by the project are primarily commercially produced. The project has developed the *Pontiac Criterion-Referenced Reading Test* for kindergarten and for grade 1, the *Pontiac Program Cultural-Heritage Test*, and instruments for measuring Spanish language achievement. The project produces a monthly bilingual newsletter, *La Voz*, with a distribution of 1,500.
Content areas taught in Spanish and English are reading, language arts, math, social studies, science, art, physical education and culture. The classroom is organized in an open classroom, ungraded, and with the continuous progress concept. The Parent Advisory Group met monthly during 1972-73. Activities included on-site visits by the parent monitoring team, parent-teacher conferences, and participation in the community-wide Latin American Festival.
Evaluation of students' progress is by means of the *Southwest Regional Laboratory Entry Level Test*, *Metropolitan Achievement Tests*, the *Piers-Harris Self-Concept Scale*, the *Academic Status Sub-Test* and project-developed instruments. The independent educational audit has been performed by the Office of Research Administration at Oakland Community College.

## *MONTANA*

William Elliott (406) 449-3095
Title VII Coordinator
State Department of Public Education
HELENA, MONTANA 59601

3 projects
467 students
Languages taught: Cree, Crow, Cheyenne, English.
Ethnicity of participating students: 114 Cree, 118 Crow, 23 Cheyenne, 155 English language dominant, 57 Anglo American. (For numbers of non-participating students see individual projects.)

MONTANA

Chippewa-Cree Bilingual Education Project
School District #87
Contact: Robert P. Murie, Project Director (406) 395-2465
Bilingual Education Center
Rocky Boy Reservation, Rocky Boy Route
BOX ELDER, MONTANA 59521

Cree (Chippewa) Fourth funding year
Grades: K-3; 2 classes, 172 students (114 Cree Indian, 58 English language dominant).
Staff of 1 administrator. 8 teachers, 7 specialists, 1 evaluator, 7 teacher aides, 1 clerical person. Funding is provided virtually 100 percent by Title VII ESEA.
One school: Rocky Boy Elementary.

Staff development activities anticipated for 1973-74 included preservice for all personnel relative to program objectives, materials and teaching strategies; weekly inservice sessions in conjunction with Northern Montana College in Havre relative to Cree language, culture, teaching techniques, and curriculum development; and inservice sessions in objectives refinement and evaluative design.
Activities in which the project director anticipated participating during 1973-74 included supervision and coordination of instructional materials development and evaluation.
Instructional materials used by the project are primarily project-developed and produced. The project has developed a total of 7 Cree readers, written stories, legends, cultural and historical stories, sound filmstrips, bilingual tapes, animal posters, student worksheets and slides. Anticipated materials development during 1973-74 included continued collection on cassette tapes and in written Cree the accounts of legends, lullabies, songs, religious stories and many cultural anecdotes, as well as a Cree-English dictionary and a Cree-English phrase book.
Content areas taught in Cree are language, culture, history and math. English is used in teaching language arts, ESL and science. In an attempt to preserve the Indian culture, other areas are also taught: dancing--for music, motor skills and culture; beading--for color recognition, eye-hand coordination, counting and reading readiness; and dry meat making in the classroom situation. The classes are divided into English language dominant and Cree classes for language instruction.
The Parent Advisory Group met monthly during 1972-73; activities included classroom visitations, establishing community goals, and three commemorative dinners--the Little Bear Memorial Feast, which was attended by 300, the Rocky Boy Memorial Feast in April, and a feast commemorating the founding of the settlement.
Evaluation of students' progress is by project-developed instruments and English achievement tests. The interim report was prepared by the Division of Educational Research and Services at the University of Montana at Missoula; program evaluation was performed by an evaluator from Montana State University at Bozeman.

Crow Bilingual Education Project
Hardin School District 17-H
Contact: William G. Stops, Project Director (406) 638-2209
Crow Agency Public School
CROW AGENCY, MONTANA 59022

Crow Fourth funding year
Grades: K-4; 10 classes, 175 students (57 Anglo American, 118 Crow).
Staff of 2 bilingual professionals, 3 monolingual professionals and 11 bilingual paraprofessionals paid from Title VII ESEA funds; 12 professionals and 2 paraprofessionals paid from other funds.
One school: Crow Agency Public School.

Staff development activities anticipated for 1973-74 included teacher training--inservice and courses offered through the Career Opportunity Program and Montana State University. Activities in which the project director anticipated participating during 1973-74 included development of a Crow Math Curriculum and directing the project.
Instructional materials for the project are primarily project-developed and produced. The project has developed Crow reading materials and Crow culture and history lessons. Anticipated materials development for 1973-74 included a Crow reading program and Crow grammar lessons.
Content areas taught in the non-English (first) language of the student include spoken Crow and Crow reading. English (the second language) is used in teaching spoken English and English reading. English-speaking students are taught spoken Crow history and culture, social studies, math, science and history.
Curriculum areas stressed at the lower levels are oral language activities. Initial reading material is in the child's dominant language. Culture, language, environment and math-logic are the four areas of the curriculum being developed. The classroom is organized primarily for large group instruction in a team teaching situation.
Student achievement in second language learning and academic growth is indicated by higher gains on oral English tests than those at a similar, non-bilingual, reservation project, and students' scoring an average of the national mean on most sub-tests of national achievement tests administered. The Crow Historical and Cultural Commission met regularly during 1972-73 to provide instructional materials and participate in classroom activities. An extensive home visitation program provides interaction and informational feedback for the program.
Evaluation of students' progress is measured by published and project-developed tests measuring change in language abilities, general reasoning and the affective domain. An internal evaluator monitors teacher training, curriculum development, parent-community relations, instruction, management and evaluation.

MONTANA

Northern Cheyenne Bilingual Education Program
Lame Deer Public School District #6
Contact: Ted Risingsun, Project Director (406) 477-6305
Bilingual Education Program
Box 6
LAME DEER, MONTANA 59043

Cheyenne Second funding year
Grades: K-1; 8 classes, 120 students (23 Cheyenne Indian, 97 English language dominant).
Staff of 1 director, 1 linguist, 1 curriculum coordinator, 1 evaluator, 6 teacher aides, 1 community liaison, 1.3 (manhour equivalence) clerical personnel, 1.5 artist and an audiovisual specialist.
Two schools: Lame Deer Public, St. Labré's Mission School.

Staff development activities anticipated for 1973-74 included inservice lessons on Cheyenne orthography, two curriculum and lesson planning workshops, and courses at Concordia College at Busby in teaching methods at the kindergarten level.
Activities in which the project director anticipated participating during 1973-74 included program planning and coordination of staff selection, staff evaluation, materials development and program evaluation.
Instructional materials used by the project are project-developed and produced and adapted from commercial materials by project personnel. The project has developed 20 hours of recorded songs and legends, 100 hours of indirect language material, a Cheyenne alphabet, stories for kindergarten and grade 1, an adult workbook for learning the new orthography, and cards and charts for classroom use. Anticipated materials development includes areas of written and oral Cheyenne in science, social studies, math and fine arts.
Curriculum areas are oral and written Cheyenne, and oral English. Content areas are science, language arts, culture and social studies. The classroom is organized primarily by grouping by ability in subject areas.
The Culture Advisory Board held monthly meetings during 1972-73; activities included planning and implementing the collection of legends, sayings, and songs. The Policy Advisory Board and the Educational Planning Committee held meetings twice monthly.
Evaluation of students' progress is by means of a locally developed language test and the *Peabody Picture Vocabulary Test*, with standardized tests administered but used in a minor role. The internal evaluator and a contracted external auditor prepare evaluation reports.

*NEW HAMPSHIRE*

Robert R. Fournier, Consultant (603) 271-2656
Foreign Language Education
State Department of Education
CONCORD, NEW HAMPSHIRE 03301

1 project
220 students
Languages taught: French, English.
Ethnicity of participating students: French.

Mascenic French Bilingual Education Program
Mascenic School District, Supervisory Union No. 63
Contact: Normand J. Robitaille, Project Dir. (603) 878-1001
Mascenic Bilingual Program
Church Street
GREENVILLE, NEW HAMPSHIRE 03048

French Fifth funding year
Grades: K-6; 11 classes, 220 students.
Staff of 1.3 (manhour equivalence) administrators, 11 teachers, 3 specialists, 1 evaluator, 3 teacher aides, 1.3 clerical personnel. Funding other than Title VII provided by Title I, state and local funds.
Three schools: Sacred Heart Elementary Greenville Elementary, Mascenic Regional School.

Staff development activities anticipated for 1973-74 included a one-week preservice workshop in teaching culture, cultural awareness, skills in diagnosing individual students' needs, awareness of program objectives, correlation of classroom objectives, materials and teaching techniques; optional six-week summer courses at the Merrimack Valley Branch of the University of New Hampshire, training programs in conjunction with the Antioch College Graduate School of Education; and intervisitations of teachers' classrooms.
Activities in which the project director anticipated participating during 1973-74 included developing and employing a management system for planning, implementing, controlling and evaluating the program, including coordination of staff development and materials development.
Instructional materials used by the project are commercially produced as well as project-developed and produced.
Content areas taught in French and English to French-speaking students are word meaning, paragraph meaning, spelling, word study skills, language, arithmetic computation, arithmetic concepts, arithmetic applications, social studies and science. English-speaking students are taught listening, comprehension, speaking, reading and writing in French. Language arts, math and science are stressed at each level.

NEW HAMPSHIRE-
NEW JERSEY

The Parent Advisory Group met monthly during 1972-73; activities included classroom visitations, ESL classes, parent teacher conferences, and attendance at a *Soirée du bon vieux temps* performed by students.
Evaluation of students' progress is by pre- and post- testing, monthly observation checklists and teacher-prepared worksheets. Heuristics, Inc. provides audit services, and program evaluation is by the internal auditor.
The *Service De Liaison Des Projets Bilingues Français-Anglais* will continue in its third year of operation, funded and administered as a component of the Mascenic Bilingual Program. Staffed by a full-time coordinator, several part-time consultants, and secretarial-clerical help, it will continue to assist all the ESEA Title VII French-English Bilingual Projects in the United States in areas of communication and dissemination, curriculum and materials development, and staff development.

*NEW JERSEY*

Eugene Mason, Coordinator (609) 292-2678
Office of Urban Education
State Department of Education
225 West State Street
TRENTON, NEW JERSEY 08625

4 projects
2,660 students
Languages taught: Spanish, English.
Ethnicity of participating students: 340 Cuban, 4 Portuguese, 43 Black, 4 Chinese, 642 Puerto Rican, 634 English language dominant, 344 Anglo American. (For numbers of non-participating students see individual projects.)

NEW JERSEY

Bilingual Education in a Consortium
Lakewood Board of Education
Contact: Rose Marie Ortiz, Project Director (201) 363-5848
521 Princeton Avenue
LAKEWOOD, NEW JERSEY 08701

Spanish (Puerto Rican, Cuban) Fourth funding year
Grades: K-4 and 7-10; 23 classes, 685 students (242 Anglo American, 301 Puerto Rican, 4 Portuguese, 43 Black, 95 Cubans). Students in participating schools not participating in the project total 3,009 (1,397 Anglo American, 472 Puerto Rican, 10 Portuguese, 970 Black, 150 Cuban).
Staff of 15 bilingual professionals and 5 bilingual paraprofessionals paid from Title VII ESEA funds; 20 professionals and 4 paraprofessionals paid from Lakewood Board of Education, Title I, and Follow Through funds.
Six schools: Ella G. Clarke (Lakewood), Clifton Avenue (Lakewood), School Number 3 (Paterson), Grover Cleveland J.H.S. (Elizabeth), Jefferson H.S. (Elizabeth), Battin H.S. (Elizabeth).

Staff development activities anticipated for 1973-74 included preservice and iservice sessions and curriculum development. Activities in which the project director anticipated participating in 1973-74 included continued staff development, community participation, field testing of materials and promotion of the bilingual program.
Instructional materials for the project are primarily those adapted from commercial material by project personnel. The project has developed materials in areas of Spanish reading, Spanish and English language arts, social studies (grades 7 and 10), math (7-10), and science (7-10). Anticipated materials development for 1973-74 included Spanish as a second language and continued work in similar areas.
Content areas taught in the non-English (first) language of the student include reading, math, science, social studies and Spanish. Areas taught in English (the second language) are social studies, math, science, reading and typing. English-speaking students are taught language skills and math in Spanish. Social studies, math and science are taught using Spanish and English simultaneously.
Curriculum areas stressed at each level are: K--reading readiness and language; grade 1--reading and language; grades 2-4--reading, language and science; grade 7-10--Spanish, English, and science. The classroom is organized primarily in learning centers (Lakewood), for small group instruction (Paterson), and for large group instruction by subject areas (Elizabeth).
The Parent Advisory Group met six times during 1972-73; activities included an open house, cultural celebrations, proposal preparation and implementation, and classroom visitation, observation and participation.
Evaluation of students' progress is by means of a variety of commercial and teacher-made tests; Bernard Cohen Research and Development provides program evaluation.

NEW JERSEY

New Brunswick Bilingual Education--Better Communication
New Brunswick Board of Education
Contact: Luís Méndez, Project Director (201) 247-2600
Roosevelt Intermediate School
Livingston Avenue
NEW BRUNSWICK, NEW JERSEY 08901

Spanish (Puerto Rican) Second funding year
Grades: K-2; 16 classes, 400 students (203 Spanish language dominant, 197 English language dominant).
Staff of 1 administrator, 16 teachers, 3 specialists, 2 pupil personnel workers, 8 teacher aides, 1 community liaison and 1 clerk. Funding other than Title VII ESEA is provided by other federal funds and state funds, and constitutes 60 percent of the 1973-74 project budget.
Four schools: Bayard, Nathan Hale, Washington, Livingston.

Staff development activities anticipated for 1973-74 included a six-week preservice institute to train teachers and paraprofessionals, courses in second language teaching and biculturation instruction, and a series of inservice workshops for the maintenance of skills, development of materials and the carrying out of self evaluation.
Activities in which the project director anticipated participating included project planning and coordination of all aspects of the program.
Instructional materials are primarily those adapted from commercial material by project personnel. Monthly materials development workshops were planned for 1973-74. The project has developed units in SSL, bilingual lessons, and ESL--including audiovisual aids, songs, poems and tests.
Content areas taught in combinations of mixed language, foreign languge, vernacular and bilingual instruction are reading, language arts, music, art, physical education, social studies, science, arithmetic and cultural instruction.
The Parent Advisory Group met monthly during 1972-73; activities included planning, implementation and evaluation of project activities, providing transportation and baby care services to facilitate additional participation, and ESL and SSL four-week courses.
Evaluation of students' progress is by systematic collection and analysis of reliable and valid information on instructional achievement, derived from standardized tests, and based on instructional objectives stated in performance terms; also, on a narrative based on observations. An external evaluator and external auditory provide program evaluation and audit reports.

New Jersey Bilingual Education Program
Vineland Board of Education
Contact: María C. S. de Mercado, Proj. Director (201) 434-2282
Jersey City State College
178 Barracks Street
PERTH AMBOY, NEW JERSEY 08861

Spanish (multiethnic) Fifth funding year
Grades: K-5; 46 classes, 1,260 students (830 Spanish language dominant, 430 English language dominant).
Staff of 5 administrators, 54 teachers, 14 specialists, 1 evaluator, 9 teacher aides, 4 community liaison workers and 3 clerical personnel. Funds other than Title VII are provided by other federal funds and local funds, and constitute 50 percent of the 1973-74 project budget.
Four schools: P.S. 16 (Jersey City), McKinley (Newark), P.S. 10 (Perth Amboy), Dr. Mennies (Vineland).

Staff development activities anticipated for 1973-74 included a preservice orientation workshop, and inservice one day workshops each two weeks consisting of lectures by consultants, intervisitations and demonstration classes; including topics of reading, team teaching, language arts development, arithmetic, social studies and science.
Activities in which the project director anticipated participating during 1973-74 included coordination of project administration with the four site principals and liaison with local and federal agencies.
Instructional materials for the project are primarily commercially produced.
Content areas taught in Spanish and English are language arts in the dominant language, and language and reading in the second language, arithmetic, music, art, physical education, social studies and art. The classroom is organized for instruction in a team teaching situation; with Spanish and English used in the introduction, following by simultaneous reinforcement.
The Parent Advisory Group met monthly during 1972-73. The anticipated parental development program, to include parents and interested persons district-wide, will include areas of The Bilingual Philosophy, The Bilingual Program, Involvement in Local School Issues, Helping My Child in a Bilingual Program, and What Toys Should I Buy My Child?
Evaluation of students' progress during 1973-74 is according to an experimental research design: the New Jersey Bilingual Education Program test instrument will be given to the students in the program and to a control group, in order to provide control group scores. Pre- and post- testing with standardized evaluation measures, a self-concept evaluative measure and observation checklists are used in evaluation. An internal evaluator performs program evaluation, and an external auditor prepares audit reports.

NEW JERSEY

Project SELL (Spanish English Language Learning)
Union City Board of Education
Contact: Eunice Kritsidimas, Administrative Coordinator
Leonor Seoane, Educational Coordinator (201) 866-3232
405 Palisade Avenue
UNION CITY, NEW JERSEY 07087

Spanish (Cuban, Puerto Rican) Fourth funding year
Grades: 1-5; 14 classes, 315 students (35 Anglo American, 245 Cuban, 20 Puerto Rican, 4 Chinese, 11 South American). Students not participating in the project total 767 (167 Anglo American, 483 Cuban, 61 Puerto Rican, 3 Chinese, 2 Black, 51 South American).
Staff of 6 bilingual professionals and 3 bilingual paraprofessionals paid from Title VII ESEA funds; 10 professionals paid from local education agency funds. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
One school: Roosevelt Elementary.

Staff development activities anticipated for 1973-74 included a five-week summer training institute, seminars, and weekly workshops.
Activities in which the project coordinators anticipated participating in 1973-74 included staff development, materials development, community involvement, teacher training and student instruction.
Instructional materials used by the project are primarily commercially produced. The project has developed materials in areas of Spanish and English as second languages, math, social studies and science in Spanish. Anticipated materials development for 1973-74 included areas of previous development as well as Spanish as a second language.
Content areas taught in the non-English (first) language of the student include language arts, math, social studies, science and health. Areas taught in English include math, music, art, gym, shop and home economics. Spanish as a second language is taught to all English-speaking students. Language arts and math are taught in Spanish and English simultaneously.
Curriculum areas stressed at all levels are fifty percent ESL daily and fifty percent SLA daily. The classroom is organized so that students change rooms at midday for alternate native language and second language instruction.
Student achievement in second language learning is indicated by improved oral and writing ability.
The Parent Advisory Council met six times during 1972-73; activities included classroom visitations, adult language classes, Thanksgiving and patriotic celebrations, and program preparation.
Evaluation of students' progress is by means of quarterly project-developed progress tests and pre- and post- testing with the *Inter-American Series (CIA)* (reading), the *Stanford Achievement Test* (math), the *Boehm Concept Test* and the

*Seamin Self-Concept Test.* An external evaluator makes regular visits to all components, reviews test results, materials developed and teacher evaluations, and makes statistical analyses of children's progress.

## *NEW MEXICO*

Henry Pascual, Director (505) 827-2429
Bilingual Education
State Department of Education
SANTA FE, NEW MEXICO 87501

13 projects
8,950 students
Languages taught: Navajo, Zuni, Spanish, Keresan, English.
Ethnicity of participating students: 150 Navajo and Zuni, 266 Navajo, 1 Pueblo Indian, 96 Acoma, 3 other American Indian, 506 non-English language dominant (Spanish and Keresan), 1,569 Mexican American, 296 English language dominant, 379 Anglo American. (For numbers of non-participating students see individual projects.)

Albuquerque Public Schools Bilingual Bicultural Program
Albuquerque Public Schools
Contact: Carlos Saavedra, Project Director (505) 842-3646
1500 Walter, S.E. Ext. 47
ALBUQUERQUE, NEW MEXICO 87102

Spanish (Mexican American) Fifth funding year
Grades: K-6; 179 classes, 4,875 students.
Staff of 8 bilingual professionals and 10 bilingual paraprofessionals paid from state funds. Funds other than Title VII constitute 40 percent of the 1973-74 project budget. 179 professionals and 35 paraprofessionals paid from other funds.
Eighteen schools: Coronado, Riverview, Old Town, A. Montoya, Lamesa, Larrazola, East San José, Los Padillas, Five Points, Valle Vista, Mission, Longfellow, San Felipe, Carlos Rey, Lew Wallace, Duranes, Inez, Apache.

Staff development activities anticipated for 1973-74 included a three-week summer training session and a three-hour weekly inservice session.

Activities in which the project director anticipated participating included continued teacher training and curriculum development.
Instructional materials for the project are both project-developed and produced and adapted from commercial materials by project personnel. The project has developed materials in areas of social studies, math, science and language arts. Anticipated materials development for 1973-74 was in the areas of previous development. The project regularly produces a newsletter.
Content areas taught in the non-English (first) language of the student include science, math, social studies, language arts and literature. Enrichment activities are taught in English (the second language) and in the non-English second language. All content areas are taught in both languages simultaneously. The open classroom is the primary manner of classroom organization.
Student achievement in ethnic minority and ethnic majority pupils in second language learning is indicated by an average gain of 7 months in a 5-month period.
The Parent Advisory Group met 9 times during 1972-73; activities included recommending needed changes in the program and relaying information of the needs of the community.
Evaluation of students' progress is by means of criterion-referenced and pre- and post- testing. The Office of Evaluation of the Albuquerque Public Schools evaluates the program.

Southeastern New Mexico Bilingual Program
Artesia Public Schools
Contact: Bill Gutiérrez, Project Director (505) 748-2020
1106 West Quay
ARTESIA, NEW MEXICO 88210

Spanish (Mexican American) Fifth funding year
Grades: K-5; 22 classes, 750 students (226 Anglo American, 496 Mexican American and 28 Black). Students not participating total 2,163 (1,238 Anglo American, 869 Mexican American, 56 Black).
Staff of 6 bilingual professionals and 22 bilingual paraprofessionals paid from Title VII ESEA funds; 16 professionals and 30 volunteers, salaries paid from operational budget funds. Funds other than Title VII constitute 70 percent of the 1973-74 project budget.
Seven schools: Roselawn, Yucca, Pate R and D, Eddy, Hillcrest, Sunset, Lake Arthur.

Staff development activities anticipated for 1973-74 included individualized instruction and revision of the *Criterion-Referenced Skill Charts*.

Activities in which the project director anticipated participating in 1973-74 included inservice and workshop training and expansion of the project to include all elementary children in the school district.

Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed materials in areas of self-image, Spanish language arts, science, social studies, multiculturalism, evaluation, all areas of curriculum guidelines, paraprofessional training and criterion-referenced skill charts. Anticipated materials development included expansion of Spanish language arts program and resource materials for all areas of grade 5. Procedures used to disseminate materials to persons outside the Title VII program are displays, the State Department of Education requests, publications and periodic conventional media usage.

Content areas taught in the non-English (first) language of the student and in English (second language) included Spanish and English language arts, science, math, social studies, multiculturalism and Spanish and English as second languages. English-speaking students are taught all areas in Spanish in gradually increased proportion as proficiency develops. Art, music and physical education are taught in Spanish and English simultaneously.

Curriculum areas stressed at each level are K--readiness, grades 1 and 2--reading in dominant language, grade 3--reading in the second language, grades 4 and 5--reading in first and second languages (self-image stressed at levels 1 through 5). The classroom is organized primarily for small groups with individual skill instruction.

Student achievement in reading, language, and arithmetic is measured by a variety of instruments which indicate at least 5 percent increase annually in most areas.

The Parent Advisory Group functions in an advisory capacity; activities include classroom presentations, cultural celebrations, and advisory and volunteer work.

Evaluation of students' progress is by means of pre- and post- testing on standard state-mandated instruments and criterion-referenced tests, and by skill charts according to the project's evaluation design.

NEW MEXICO

Bilingual Early Childhood Program
Clovis Municipal Schools and Portales Municipal Schools
Contact: Gay Alford, Project Director (505) 762-5250
420 West Grand Avenue
CLOVIS, NEW MEXICO 88101

Spanish (Mexican American) Second funding year
Grades: PreK and K; 6 half-day and 1 regular class, 135 students (25 Anglo American, 100 Mexican American, 10 Black).
Staff of 3 bilingual professionals, 3 monolingual professionals and 8 bilingual paraprofessionals paid from Title VII ESEA funds; 3 professionals paid from B.E.H.-Handicapped Children's Early Education Program funds. Volunteers are from Cannon Air Force Base, Eastern New Mexico University C.E.C. students, the community at large, and parents. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
Four schools: Portales School District (Nursery and Elementary), Clovis School District (Nursery and Elementary).

Staff development activities anticipated for 1973-74 included training of paraprofessionals in implementation of a Parent/Child Toy Lending Library, seminars and workshops.
Activities in which the project director anticipated participating in 1973-74 included headstart workshops throughout New Mexico and project administration.
Instructional materials for the project are primarily commercially produced. The project has developed parental materials and materials in the area of language. Anticipated materials development for 1973-74 included developing additional home visiting materials.
All content areas are taught in English and Spanish at each level; all curriculum areas are stressed at each level. The classroom is organized for individual, small and large group situations.
Student achievement in second language learning is indicated by significance at .001 level of all mean gain scores as a result of administering standardized pre- and post- language tests (Spanish and English) and a school readiness test. Improvement of pupils' self concepts and peer-group interaction were measured by the *Bessell and Palomares Developmental Profiles.*
The Parent Advisory Group activities included a home visitation program with training of parents in the use and construction of materials.
Evaluation of students' progress and the program is performed by Adobe Education Service by means of pre- and post- testing with *Peabody Picture Vocabulary Test* in Spanish and English, developmental profiles and the *Wandc Walker Readiness Test for Disadvantaged Pre-School Children.*

Español'a Bilingual Education Program
Española Muncipal Schools
Contact: Louis F. Martínez, Project Director (505) 753-2027
Box 249
ESPAÑOLA, NEW MEXICO 87532

Spanish (Mexican American) Fifth funding year
Grades: 1-5; 10 classes, 237 students (20 Anglo American, 214 Mexican American, 3 American Indian). Students not participating total 356 (150 Anglo American, 206 Mexican American).
Staff of 12 bilingual professionals, 10 bilingual paraprofessionals and one bilingual secretary paid from Title VII ESEA funds. Funds other than Title VII constitute 45 percent of the 1973-74 project budget.
One school: Española Elementary.

Staff development activities anticipated for 1973-74 included preservice and inservice training sessions.
Activities in which the project director anticipated participating during 1973-74 included staff development, program evaluation, promoting bilingual education legislation and expanding the program to include other district schools.
Instructional materials used by the project are primarily project-developed and produced. Anticipated materials development for 1973-74 included areas of social studies and language arts. The project produces a newsletter *El Grillito* and makes use of public media in promoting project activities.
Content areas taught in Spanish and English are language arts, social studies and fine arts.
Student achievement in second language learning is measured by achievement tests and criterion-referenced tests.
The Parent Advisory Group met 6 times during 1972-73; activities included active participation in support of the state's Bilingual Multicultural Act, classroom participation, student field trips and programs, and informational feedback and support of project staff.
Evaluation of students' progress is by means of criterion-referenced tests and the *Metropolitan Achievement Test*, administered as part of a multiphase program including classroom visitations and testing by the school principal, the program specialist and the project director. An external evaluator makes on-site visitations 3 times annually.

NEW MEXICO

Best of Both Cultures for Navajo/Zuni Children
Gallup McKinley County Schools
Contact: Oscar Bitsie, Project Director (505) 722-3127
P. O. Box 1318
GALLUP, NEW MEXICO 87301

Navajo, Zuni Third funding year
Grade 2. 12 classes, 150 students (Navajo and Zuni).
Staff of 4 bilingual professionals, 6 monolingual professionals and 8 bilingual paraprofessionals paid from Title VII ESEA funds; 8 paraprofessionals paid from other funds.
Four schools: Tse Bonito, Church Rock, Thoreau, Zuni.

Activities in which the project director anticipated participating during 1973-74 included development of materials, evaluation, and participation in community representation.
The local education agency supports development of materials.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of Zuni languge (alphabet) and the *Navajo Basic Language List*. Anticipated materials development during 1973-74 included continued development of writing booklets with short stories.
Content areas taught in Navajo and Zuni are arithmetic concepts and reading of Navajo and Zuni reading materials. Areas taught in English (the second language) are science, math, tribal history and government. English-speaking students are taught tribal government and American culture in the non-English language. First and second languages are used simultaneously in teaching the alphabet, self-expression in each language, and short stories.
Curriculum areas stressed at each level are tribal organization (Zuni and Navajo), arts, music, charts (plants, animals and colors) and language experience stories. The classroom is organized primarily in a team teaching situation.
Student achievement in second language learning is measured by tests developed by Southwestern Cooperative Educational Developmental Laboratory. A personality test is used to measure intercultural peer-group interaction and self-concept.
The Parent Advisory Group gave suggestions to the project staff, including appropriateness of the songs and cultural values. Community representatives gave presentations in rugs, songs and methods of dressing sheep.
Evaluation of students' progress is made by team leaders, community representatives and Southwestern Cooperative Educational Development Laboratory of Albuquerque.

Grants Bilingual-Bicultural Education Program
Grants Municipal Schools District
Contact: Arturo Méndez, Project Director (505) 287-2767
P. O. Box 8
GRANTS, NEW MEXICO 87020

Spanish, Keresan Fifth funding year
Grades: 1-6; 26 classes, 556 students (506 non-English language dominant, 50 English language dominant).
Staff of 1 administrator, 26 teachers, 2 specialists, 16 teacher aides and 1 clerical personnel. Funding other than Title VII ESEA is provided by state and local funds, and constitutes 75 percent of the 1973-74 project budget.
Five schools: San Mateo, Seboyeta, Cubero, Sierra Vista, San Rafael.

Staff development activities anticipated for 1973-74 included two-day Preservice Workshop Training Period and a Teacher Consultant Workshop, as well as monthly inservice sessions for paraprofessionals.
Activities in which the project director anticipated participating include coordination of materials development and dissemination, staff development and evaluation. Materials that were locally produced during 1972-73 include curriculum guides for science and social studies in Spanish and English, a math booklet, reading materials in Spanish, 3 *cuentecitos* (booklets with cassette tapes), and *Samples of Seatwork* (may be used in Spanish and English).
Content areas taught in Spanish and English, with some oral Keresan, are reading readiness, physical education, songs in Spanish, language arts, spelling and writing, health education and safety, science and social studies. The classroom is organized for multi-grade and team teaching with the use of an intenerant teacher and bilingual teacher aides.
The Parent Advisory Group met monthly during 1972-73; activities included cultural presentations, programs, *fiestas*, acting as chaperones for field trips, and participating in the construction of costumes and teaching aids for the classes.
Evaluation of students' progress is by means of pre- and post-testing with project-developed and standardized instruments. An external contracted auditor prepared the fifth year audit. The internal evaluator served as program evaluator, preparing the interim report based on classroom observations and interviews.

Las Cruces Bilingual Education Project
Las Cruces District #2
Contact: J. Paul Taylor, Project Director (505) 524-2894
301 West Amador
LAS CRUCES, NEW MEXICO 88001

Spanish (Mexican American) Seventh funding year
Grades: 3-7; 10 classes, 278 students (8 Anglo American, 269 Mexican American, 1 Black). Students not participating total 4,480 (2,819 Anglo American, 1,654 Mexican American, 7 Black).
Staff of 13 bilingual professionals and 14 bilingual paraprofessionals paid from Title I, local, and state enrichment funds.
Four schools: Mesilla Elementary, Washington Elmentary, Zia JHS, Alameda JHS.

Staff development activities anticipated for 1973-74 included monthly inservice meetings and an evaluation conference. Activities in which the project director anticipated participating included staff development and project administration.
Instructional materials for the project are primarily project-developed and produced. The project has developed English-Spanish curriculum guides for grades K-7, language materials and supplemental materials (stories, rhymes, recipes, community histories and class newspapers). Anticipated materials development for 1973-74 included completion of the curriculum guide for grade 7 and a film depicting bilingual education in grade 7. Project materials are available by mail, with a nominal charge for curriculum guides.
Content areas taught in Spanish and English through grade 6 are language arts (listening, speaking, reading and writing), arithmetic, social studies and science.
Curriculum areas stressed at each level are grades K-2--language and language arts; grades 2-4--reading English and Spanish; grades 4-6--social studies, science and math; and grade 7--language arts and social studies. The classroom is organized primarily for small group instruction with bilingual team teaching.
Student achievement in second language learning is measured by the *CTBS*; results show steady gain in grades 4 through 6 of project students, and by the end of grade 6 students surpassed the control group. Comparable results were shown by testing with the *Inter-American Series Test of General Ability*.
The Parent Advisory Group met 6 times in 1973-74; activities included classroom visitations, review of the program and student field trips.
Evaluation of students' progress and the program is performed semi-annually by means of classroom visitations and interviews; the final evaluation is submitted by project evaluator from New Mexico State University.

ESEA Title VII Bilingual Program
Las Vegas City Schools - District #2
Contact: María Guadalupe Jaramillo, Proj. Dir. (505) 425-6784
P. O. Drawer J
West Las Vegas Schools
LAS VEGAS, NEW MEXICO 87701

Spanish (Mexican American) Fourth funding year
Grades: 1-4, 35 classes, 716 students (595 Spanish language dominant, 121 English language dominant).
Staff of 2 administrators, 36 teachers, 2 evaluators, 36 teacher aides, 1.5 (manhour equivalence) community liaisons, 1.5 clerical personnel.
Seven schools: North Public; South Public; Union Street School; Valdez; Villanueva; Gallinas Elementary; Paul D. Henry.

Staff development activities anticipated for 1973-74 include 2 teacher planning workshops, monthly inservice meetings, classes on microteaching for bilingual staff, and classes in cooperation with New Mexico Highlands University for teacher aides in general math, basic grammar, psychology and society, New Mexico topics and folklore, school and community experience and Spanish.
Activities in which the project director anticipated participating during 1973-74 included project administration and coordination of staff development and evaluation.
Instructional materials for the project are primarily those provided by Spanish Curricula Development Center for field testing and evaluation. Anticipated materials development includes reading charts, sentence strips, slides, language master programs, visuals and filmstrips.
Content areas taught in Spanish and English are language arts, math, science, SSL, social studies, fine arts and health.
The Parent Advisory Group met monthly during 1972-73; activities included program planning, viewing videotapes of their children at work, parent-teacher conferences, field trips and cultural programs presented by the children.
Evaluation of students' progress is by means of pre- and post- testing with standardized achievement tests. Continuous evaluation is performed by the internal evaluators; an external auditor prepares 2 reports annually and conducts 3 on-site visits.

Teacher Training in Navajo Bilingual Education
Navajo Area Office, Bureau of Indian Affairs*
Contact: Wallace Davis, Project Director (505) 723-2401
Sanostee School
LITTLE WATER, NEW MEXICO 86515

*LEA Address--Window Rock, Arizona

Navajo Third funding year
Grades: K-3; 9 classes, 184 students (Navajo).
Staff of 1 administrator, 1 clerical person, 10 teacher trainees. Funding by Title ESEA provides virtually 100 percent of the 1973-74 project budget.
Two schools: Sanostee, Toadlena.

Staff development activities anticipated for 1973-74 included eight-week summer courses in inservice training in cooperation with the University of New Mexico for the teacher trainees. Areas to be covered were Navajo language and literacy, freshman English, educational psychology, media and materials development, early childhood development and classroom observation, natural sciences, and indigenous arts and crafts.
Activities in which the project director anticipated participating included planning, management and implementation of the project.
Instructional materials used are project-developed and produced, and adapted from commercial material by project personnel. The project has developed six stories for primary grades in Navajo and English, and fifteen supplementary readers. Anticipated materials development includes bilingual Navajo-English tape-filmstrip presentations on Navajo science, general science and Navajo government, and completion of the Navajo curriculum for grades K-3.
Content areas taught in English and Navajo are reading, natural science, social studies, arithmetic, and language arts.
The Parent Advisory Group held monthly meetings during 1972-73. Activities included program planning, field trips, and participation in the Navajo Tribal Fair and the Northern Navajo Fair.
Evaluation of students' progress is by means of criterion-referenced tests and teacher observations. A member of Southwest Research Associates of Albuquerque serves as program evaluator, and an independent educational auditor performs the external audit.

Bilingual Education Project
Ramah Navajo School Board, Inc.
Contact: Gerald Viers, Project Director (505) 783-2661
Box 248
RAMAH, NEW MEXICO 87321

Navajo Third funding year
Grades: 7-9; 20 classes, 82 students (all Navajo). Students not participating total 70 (Navajo).

Staff of 6 bilingual professionals and 3 bilingual paraprofessionals. Title VII ESEA funds constitute 100 percent of the 1973-74 project budget.
One school: Ramah Navajo High School.

Activities in which the project director anticipated participating during 1973-74 included initiation of on-site university approved courses for credit, and initiation of involvement of the PAC in production of materials.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed materials in the Navajo language for grades 7-9, Navajo culture for grades 7-9, Navajo history for grades 7-8, and materials for teacing ESL for grades 7-9. Anticipated materials development during 1973-74 included continued work in the same areas. Materials and information about materials is disseminated to persons outside the Title VII program through *Diné Bi Olta* Association of Ganado, Arizona.
Content areas taught in the non-English (first) language of the student and in English (second language) are math, science, art, history, language and reading. Math, science, and art are taught in the first and second languages simultaneously.
All curriculum areas are stressed in grades 7-9. The classroom is organized primarily for small group team teaching.
The program's Parent Advisory Group met 100 times during 1972-73; activities included classroom observation, classroom teaching, culture orientation, materials development, and policy suggestions. Members of the community other than parents of the participating students participated through culture orientation, classroom observation and materials production.
Evaluation of students' progress and program evaluation is performed by an internal evaluator.

Acoma Bilingual Project
Bureau of Indian Affairs, Southern Pueblos Agency
Contact: Christian Oberholser, Proj. Director (505) 287-9131
Acomita Day School
P. O. Box 97
SAN FIDEL, NEW MEXICO 87049

Keresan (Acoma) Second funding year
Grades: K-1; 4 classes, 96 students (Acoma).
Staff of 1 bilingual professional, 1 monolingual professional and 6 bilingual paraprofessionals paid from Title VII ESEA funds; 1 professional (half-time) and 2 paraprofessionals paid from funds other than Title VII.
One school: Acomita Day School.

Staff development activities anticipated for 1973-74 included inservice training of paraprofessionals in conjunction with the University of New Mexico.
Activities in which the project director anticipated participating during 1973-74 included managing and supervising the program, writing the proposal and communicating with other projects.
Instructional materials for the project are primarily project-developed and produced. The project has developed a readiness program, film slides, posters, ditto pages and individual learning packets.
Content areas taught in the non-English (first) language of the student include social studies and readiness. Areas taught in English (second language) include reading and math. Language and math are taught to English-speaking students in the non-English language. Social studies is taught in the first and second languages simultaneously. The classroom is organized primarily for Individually Guided Education.
The Parent Advisory Group met 12 times during 1972-73. Activities included policy making, hiring employees and program direction. Members of the community other than parents of the participating students participated through the building of an oven and the taping of folklore stories.
Evaluation of students' progress is performed by the internal evaluator.

Santa Fe Public Schools Bilingual Bicultural Education Program
Santa Fe Public Schools
Contact: Mariano Romero, Project Director (505) 982-2631
610 Alta Vista Street
SANTA FE, NEW MEXICO 87501

Spanish (Mexican American) Fourth funding year
Grades: 1-4; 12 classes, 300 students (175 Spanish language dominant, 125 English language dominant).
Staff of 1 administrator, 12 teachers, 1.5 (manhour equivalence) specialists, 12 teacher aides, 1 clerical personnel.
Funding other than Title VII ESEA is provided by local, state and other federal funds, and constitutes 70 percent of the 1973-74 project budget.
Three schools: Agua Fría Elementary, Alford Elementary, Larragoite Elementary.

Staff development activities anticipated for 1973-74 included summer training institutes for staff, inservice training sessions in instructional accountability and writing behavioral objectives, and an intensive Spanish exposition course including oral, reading and writing aspects, and the history and culture of the Southwest, offered through New Mexico Highlands University.

Activities in which the project director anticipated participating during 1973-74 include preparing, building, and implementing the program, and coordinating assistance from local, state and federal agencies.
Instructional materials used by the project are primarily commercially produced. Materials are field and regionally adapted in conjunction with the Spanish Curricula Development Center. The project has developed criterion-referenced tests for grades 1-3.
Content areas taught in Spanish and English are social studies, language arts, math and science. A balance of 50 percent Spanish and 50 percent English is a process goal which is varied according to students' needs. The classroom is organized for instruction in a multiple text approach with collateral materials in English and Spanish available, in interest or learning centers, and using group approach and individualized methods.
The Parent Advisory Group met monthly during 1972-73; activities included working as teacher aides, attendance and support at committee hearings in the state legislature on the passage of state legislation for bilingual education, making props and costumes for plays, and accompanying students on field trips to historical sites.
Evaluation of students' progress is by means of pretesting and posttesting with staff-developed criterion-referenced tests and standardized achievement tests. The independent educational accomplishment audit is performed by an external contracted auditor.

Taos Bilingual-Bicultural Program
Taos Municipal Schools
Contact: Francis Quintana, Project Director (505) 758-4427
P. O. Box 677
TAOS, NEW MEXICO 87571

Spanish (Mexican American) Third funding year
Grades: K-3; 26 classes, 591 students (100 Anglo American, 490 Mexican American, 1 Pueblo Indian). Students not participating total 1,806 (261 Anglo American, 1,492 Mexican American, 43 Pueblo Indian, 10 Black).
Staff of 3 bilingual professionals and 17 bilingual paraprofessionals paid from Title VII ESEA funds; 29 professionals paid from Title I, operational and Emergency School Aid Act (ESAA) funds. Funds other than Title VII constitute 78 percent of the 1973-74 project budget.
Six schools: Talpa, Ranchos, Cañón, Taos, Arroyo Seco and Arroyo Hondo.

Staff development activities anticipated for 1973-74 included classroom planning and management for open concept and curriculum development through lesson planning, evaluation and proper use of aides and parents.

Activities in which the project director anticipated participating in 1973-74 included staff, materials and curriculum development, and parent and community involvement.
Instructional materials for the project are primarily those adapted from commercial material by project personnel. The project has developed materials for cultural instruction and community involvement. Anticipated materials development for 1973-74 included areas of parental involvement and curriculum development.
All content areas (important concepts and skills) are taught in the child's vernacular. English and Spanish vocabulary instruction requires 20 percent of the time.
Curriculum areas stressed at each level are: K--positive self-concept development and first and second language learning; grades 1-2--social studies concepts through vernacular, introduction of math concepts in both languages; grade 3--introduction to language structure and multi-areas concept development. The classroom is organized in a semi-open concept using group instruction and team teaching with an aide.
Student achievement in second language learning is measured by local language tests and the *Peabody Picture Vocabulary Test* in both languages.
The Parent Advisory Group met 10 times in 1972-73; activities included classroom involvement and program review with informational feedback.
Evaluation of students' progress is made by an internal evaluator with pre- and post- testing in September and May, six-week tests, and ongoing evaluation of project components according to program objectives.

# NEW YORK

Carlos Pérez, Supervisor (518) 474-5927
Bilingual Education
State Education Department
Albany, New York 12224

26 projects
12,820 students
Languages taught: Spanish, French, Chinese, English.
Ethnicity of participating students: 68 Dominican, 131 South American, 405 French and Spanish language dominant, 1 Italian, 2 Portuguese, 121 Dominican and other South American, 100 French language dominant, 30 Haitian, 444 Hispanic, 6 American Indian, 630 Black, 2,895 Spanish language dominant, 3,404 Puerto Rican, 3 Mexican American, 1,891 English language dominant, 496 Anglo American, 49 other. (For numbers of non-participating students see individual projects.)

Note: The projects in New York State are arranged by city alphabetically; within New York City the city-wide projects appear first, followed by high school programs. All other programs are arranged by the district number of the local education agency.

## Non-Graded Early Childhood, Bilingual/Bicultural Education Program

Beacon City School District
Contact: Jaime Chaparro, Project Director (914) 831-3190
88 Sargent Avenue
BEACON, NEW YORK 12508

Spanish (Puerto Rican) Second funding year
Grades: K-3; 12 classes, 300 students (Puerto Rican).
Staff of 16 professionals, 10 paraprofessionals. (Statistics for 1972-73).
Three schools: South Avenue, Sargent, J. V. Forrestal.

Staff development activities anticipated for 1973-74 included inservice training sessions for teachers and aides.
Activities in which the project director anticipated participating included project administration and coordination of instruction, staff development and evaluation.
Instructional materials used by the project are primarily commercially produced.
Content areas taught in Spanish and English conform to New York state guidelines. The child's dominant language is used for instruction. The classroom is organized for small group instruction, and team teachers are assisted by teacher aides and parent volunteers.

The Parent Advisory Group held regularly scheduled meetings during 1972-73; activities included review of the continuation proposal and classroom visitation and volunteer services. Evaluation of students' progress is by means of standardized tests. The program evaluator and external auditor prepare final evaluation reports.

Bilingual Education Program
Buffalo Board of Education
Contact: Carmen M. Rodríguez, Project Director (716) 854-6517
300 S. Elmwood Avenue (P.S. 76)
BUFFALO, NEW YORK 14201

Spanish (Puerto Rican) Third funding year
Grades: PreK-4; 12 grades, 193 students (26 Anglo American, 2 Mexican American, 144 Puerto Rican, 6 American Indian, 13 Black, 2 of other ethnic groups).
Staff of 5 bilingual professionals and 7 bilingual paraprofessionals paid from Title VII ESEA funds; 9 professionals and 6 paraprofessionals paid from Title I and Buffalo Board of Education funds. Funds other than Title VII ESEA constitute 60.5 percent of the 1973-74 project budget.
One school: Public School No. 76.

Staff development activities anticipated for 1973-74 included preservice and inservice sessions, curriculum committees, graduate courses in elementary education and parent-teacher conferences.
Activities in which the project director anticipated participating in 1973-74 included proposal writing, staff development, parental involvement and project administration.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of Puerto Rican history and culture, math in Spanish, and a science test. Anticipated materials development for 1973-74 included areas of Puerto Rican culture and history, with a test, social studies, and a Puerto Rican culture and history test.
Content areas taught in the non-English (first) language of the student and in English (the second language) include science, math, language, arts and social studies. Spanish as a second language is used to teach concepts in science, social studies and math.
Curriculum areas stressed at each level are: PreK--motor coordination and self-concept development; K--motor coordination, auditory and visual perception, math concepts, language arts concepts and vocabulary; grades 1-4--language arts, math, social studies, science and Puerto Rican culture. The classroom is organized primarily for small group instruction (moving towards individualized instruction).

Student achievement in second language learning is measured by the *Metropolitan Achievement Test (Informal Reading Inventory)* and the *Inter-American Series*.
The Parent Advisory Group met 20 times in 1972-73; activities included selection of personnel, proposal recommendations, policy making and student field trips.
Evaluation of students' progress is by means of pre- and post-testing with the *Metropolitan Achievement Tests* in Reading and Mathematics, the *Inter-American Spanish Reading Test* and teacher-made tests. The program's evaluation design calls for quarterly instructional evaluation and semiannual auditor's reports.

Project Advance
North Rockland Central School District
Contact: Raymond Negrón, Project Director (914) 429-3826
No. 1 George Street
HAVERSTRAW, NEW YORK 10927

Spanish (Puerto Rican, Dominican) Third funding year
Grades: K-4; 14 classes, 392 students (112 Anglo American, 1 Mexican American, 198 Puerto Rican, 1 Portuguese, 6 Black, 68 Dominican, 6 South American). Non-participating students total 1,110 (985 Anglo American, 2 Mexican American, 48 Puerto Rican, 5 Chinese, 34 Black, 32 Dominican, 4 South American).
Staff of 5 bilingual professionals and 5 bilingual paraprofessionals paid from Title VII ESEA funds; 6 bilingual professionals and 6 monolinguals paid from local levy funds.
Funds other than Title VII constitute 60 percent of the 1973-74 project budget).
Two schools: Haverstraw (grades K-3), West Haverstraw-Blouvelt (grade 4).

Staff development activities anticipated for 1973-74 included inservice continuation of training in the development and use of materials.
Activities in which the project director anticipated participating during 1973-74 included parental involvement in observation and evaluation teams, curriculum development and review of all materials and methods. The local education agency anticipates absorption of bilingual staff, materials and fiscal accounting.
Instructional materials for the project are primarily commercially produced. The project has produced a primary language (Spanish) adaptation to local needs, social studies and cultural materials, and SSL and ESL adaptations. Anticipated materials development for 1973-74 included syllabus materials in Spanish language arts, SSL and ESL, and audio cassettes of language through literature.

Content areas taught in the language of the student are math, science, social studies and health. Areas taught in English and Spanish (second languages) are math, science and social studies.
Curriculum areas stressed at each level are K--culture and readiness, grades 1-2--social studies and science, grade 3--math, social studies and science, grade 4--math, social studies and plants. The classroom is organized primarily in homogeneous groups by language dominance for modified team teaching with bilingual aides.
Student achievement in second language learning is indicated by 50 percent of the students' scoring at average chronological level in language, reading and math.
The Parent Advisory Group met 6 times during 1972-73; activities included a foreign language fair, international night, a salute to Santo Domingo, an adult education program and the evaluation team.
Evaluation of students' progress is by pre-, interim and post-testing by the evaluation consultant and teacher-devised progress assessment; Bernard Cohen Research and Development Associates served as program evaluators, making use of results of commercial tests, district guidelines, and a project adaptation of Spanish Curriculum Development Center strand tests in making the final report.

## NEW YORK CITY

New York Component--Multilingual Assessment Program
Contact: Nigda H. Nin, Project Director (516) 231-4310
78 Wicks Road
Brentwood
NEW YORK, NEW YORK 11717

Spanish (Puerto Rican) Second funding year
Regional research project, funded by Title VII ESEA as a component of the Multilingual Assessment Program in Stockton, California (see page 65).

A long range goal is the development of culturally relevant measurement instruments with which to assess the Puerto Rican child residing in New York State. Anticipated development includes teacher training materials, a curriculum and training program geared to increasing parental involvement in the educational process of their children, and advancement of recommendations for adequate instructional methods for teaching Puerto Rican children in the mainland.
A series of research studies in Puerto Rico and at the Brentwood site are directed toward specific applicability of materials and procedures for the classroom situation of bilingual education programs.

Project BEST (Bilingual Education Skills Training)
New York City Board of Education
Contact: Blanca A. Ortiz, Project Director (212) 596-8?67
110 Livingston Street, Room 601-C
BROOKLYN, NEW YORK 11201

Spanish (Puerto Rican) Fourth funding year
Grades: K-5; 55 classes, 1,680 students (1,300 Puerto Rican, 300 Black, 80 Hispanic).
Staff of 7 bilingual professionals, 1 monolingual professional, 11 bilingual paraprofessionals and 4 secretaries paid from Title VII ESEA funds; 1 professional and 1 secretary-clerk paid from New York State grant funds. Funds other than Title VII provided by tax levy funds, and constitute 75 percent of the 1973-74 project budget.
Ten schools: Community Schools 1, 40 and 116 (Community School District 7); Community Schools 47, 50, 61, 66 and 67 (Community School District 12).

Staff development activities anticipated for 1973-74 included on-site training workshops, classroom visits by the curriculum specialists and a symposium on teaching reading in a bilingual program.
Activities in which the project director anticipated participating during 1973-74 included visits to bilingual classes, district meetings, parental activities, membership in the Executive Planning Committee of the Annual Bilingual Conference; and responsibility for the administrative component and fiscal matters.
Instructional materials for the project are primarily commercially produced. The project has developed materials in teacher training, Spanish as a second language, a curriculum implementation model and evaluative instruments. Anticipated materials development for 1973-74 included revision of the instructional objectives for grades 1-5 and preparation of a recipe book through parent workshops. *Areyto*, the project newspaper, and a brochure are produced by the project.
Content areas taught in Spanish and English are science, math, social studies and experimental reading, with music, arts and crafts, and physical activities taught in the first language of the student. The percentage of instruction in the second language of the student increases to 50 percent by grade 5. Language arts, math and social studies are stressed at each level. The classroom is organized primarily for small group instruction in a team teaching situation.
Student achievement in second language learning and academic progress are measured by standardized tests and objectives lists; results indicate similar gains between project and control group students.
The Parent Advisory Group met 4 times during 1972-73; functions included parental input into the coordination of the program throughout the districts involved; regularly scheduled parent workshops are held in each of the participating schools.

Evaluation of students' progress is measured by means of pre- and post- testing with the *Inter-American Prueba de Lectura* and *Test of Reading*; student learning objectives are assessed by the teachers. The Bilingual Education Applied Result Unit (BEARU) administers tests and makes program evaluation reports.

Bilingual Program in Auxiliary Services for High Schools
New York City Board of Education
Contact: Michael A. Vega, Project Director (212) 475-1530
198 Forsyth Street
NEW YORK, NEW YORK 10002

Span. (Puerto Rican, Dominican, South American) 2nd funding yr.
Grades: 9-12; 16 classes, 470 students (40 Anglo American, 300 Puerto Rican, 30 Haitian, 100 Dominican, South American).
Non-participating students total 1,550 (780 Puerto Rican, 70 Haitian, 800 Black).
Staff of 10 bilingual professionals and 20 bilingual paraprofessionals paid from Title VII ESEA funds; 5 professionals, 10 paraprofessionals and 10 volunteers, salaries paid from state urban education and tax levy funds. Funds other than Title VII constitute 43 percent of the 1973-74 project budget.
Two schools: Brandeis, Taft.

Staff development activities anticipated for 1973-74 included staff orientation, inservice training and curriculum development.
Activities in which the project director anticipated participating included staff development, program supervision, curriculum development and evaluation. The local education agency anticipated participating in teacher training, budgeting, auditing and evaluation, bilingual technical assistance and dissemination.
Instructional materials for the project are 60 percent commercially produced, 10 percent project-developed and produced, and 30 percent adapted from commercial material by project personnel. The project has developed materials in areas of remedial math and reading interpretation in social studies, science and literature. Anticipated materials development for 1973-74 included readings and interpretations in Spanish for areas of science, social studies, literature and culture.
Content areas taught in Spanish and English are grammar, literature, conversation, math, science, social studies and typing. English speakers are taught Spanish language skills and cultures in Spanish. All subjects are taught in both languages simultaneously.
Progress in curriculum areas is individualized; levels are non-graded in general. The classroom is organized primarily for small group instruction with individualized instruction.
Student achievement in second language learning is indicated by increased performances by students in the testing program.

The Community Advisory Group met 4 times in 1972-73; activities included evaluating program progress, determining program schedules and focus, and commenting on content, counselor follow up and testing format. A sampling was taken to determine feasibility of a program for those students who could not attend regular classes.
Evaluation of students' progress is by means of individual pretest and interview followed by posttest (group) and follow-up interview with at least five months in between. The New York City Bureau of Educational Research performs program evaluation.

Integrated Bilingual Demonstration Project for High Schools
N.Y.C. Board of Education, Office of High Schools
Contact: David Krulik, Project Director (212) 624-5208
Integrated High School, Room 416
131 Livingston Street
BROOKLYN, NEW YORK 11201

Spanish (Puerto Rican) Second funding year
Grades: 9-10; 30 classes, 340 students (250 native speakers of Spanish, 110 native speakers of English). Students not participating total 2,980 (1,866 native speakers of Spanish, 1,024 native speakers of English).
Staff of 6 teachers, 2 administrators, an evaluator, 6 educational assistants, guidance counselor and secretary.
One school: Eastern District High.

Staff development activities anticipated for 1973-74 included inservice sessions for the entire staff, and specialized preservice training from Long Island University.
Activities in which the project director anticipated participating included staff development, materials development and adaptation, and coordinating evaluative efforts.
Instructional materials for the project are project-developed and produced and adapted from commercial materials by project personnel. The project has developed teacher-made tests in social studies, math, English, Spanish, and science. A student bilingual publication *El Lorito* is produced at the project.
All content areas are taught bilingually. Math, language and social studies are emphasized at each level. Classrooms are organized for individualized instruction with the use of educational assistants.
Student achievement is measured by means of teacher-devised tests and standardized tests such as the *Metropolitan Reading Test* and *Puerto Rican Scale A*. Students are programmed individually, and after careful testing they are placed in the class level best suited to their needs.

The Parent Advisory Group met monthly during 1972-73; activities included review and informational feedback for the program, field trips, a Puerto Rican Day and holiday celebrations.
Evaluation of students' progress is by means of internal evaluation as well as observations by the Bureau of Educational Research.

Louis D. Brandeis High School Bilingual Program
N.Y.C. Board of Education, Office of High Schools
Contact: Sonia M. Rivera, Project Director (212) 799-1570
145 West 84th Street
BROOKLYN, NEW YORK 10024

Spanish (Puerto Rican), French (Haitian). Second funding year
Grades: 9-10; 12 classes, 350 students (250 Spanish language dominant, 50 French language dominant, 50 English language dominant).
Staff of 1 administrator, 20 teachers, 2 specialists, 2.2 (manhour equivalence) pupil personnel workers and 1 clerk.
Funding other than Title VII, provided by local and state funds, constitutes 60 percent of the 1973-74 project budget.
One school: Louis D. Brandeis High School.

Staff development activities anticipated for 1973-74 included a weeklong preservice workshop, project-based monthly inservice training sessions, interproject visitations and graduate level courses for 10 teachers at New York University in teaching bilingual education and language courses.
Activities in which the project director anticipated participating during 1973-74 were project administration, coordination of efforts with the principal and assistant principals, and coordination of staff development and evaluation.
Instructional materials for the project are commercially produced and adapted from commercial material by project personnel. Anticipated materials development includes completion of outlines and courses of study in French and Spanish for high school science; history; and English, French and Spanish as second languages. A trilingual newsletter is produced at the project.
Content areas taught in French and Spanish and English are math, science, history, social studies and a second language. Other courses offered at the project are Haitian history, Latin American studies, biology, physical education, Afro American history, typing and industrial arts.
The Parent Advisory Group held general meetings during 1972-73; activities included fund raising for charities, a volunteer tutorial service program, field trips, parent-teacher nights and classroom visitations.

The Community Advisory Group met 4 times in 1972-73; activities included evaluating program progress, determining program schedules and focus, and commenting on content, counselor follow up and testing format. A sampling was taken to determine feasibility of a program for those students who could not attend regular classes.
Evaluation of students' progress is by means of individual pretest and interview followed by posttest (group) and follow-up interview with at least five months in between. The New York City Bureau of Educational Research performs program evaluation.

Integrated Bilingual Demonstration Project for High Schools
N.Y.C. Board of Education, Office of High Schools
Contact: David Krulik, Project Director (212) 624-5208
Integrated High School, Room 416
131 Livingston Street
BROOKLYN, NEW YORK 11201

Spanish (Puerto Rican) Second funding year
Grades: 9-10; 30 classes, 340 students (250 native speakers of Spanish, 110 native speakers of English). Students not participating total 2,980 (1,866 native speakers of Spanish, 1,024 native speakers of English).
Staff of 6 teachers, 2 administrators, an evaluator, 6 educational assistants, guidance counselor and secretary.
One school: Eastern District High.

Staff development activities anticipated for 1973-74 included inservice sessions for the entire staff, and specialized preservice training from Long Island University.
Activities in which the project director anticipated participating included staff development, materials development and adaptation, and coordinating evaluative efforts.
Instructional materials for the project are project-developed and produced and adapted from commercial materials by project personnel. The project has developed teacher-made tests in social studies, math, English, Spanish, and science. A student bilingual publication *El Lorito* is produced at the project.
All content areas are taught bilingually. Math, language and social studies are emphasized at each level. Classrooms are organized for individualized instruction with the use of educational assistants.
Student achievement is measured by means of teacher-devised tests and standardized tests such as the *Metropolitan Reading Test* and *Puerto Rican Scale A*. Students are programmed individually, and after careful testing they are placed in the class level best suited to their needs.

The Parent Advisory Group met monthly during 1972-73; activities included review and informational feedback for the program, field trips, a Puerto Rican Day and holiday celebrations.
Evaluation of students' progress is by means of internal evaluation as well as observations by the Bureau of Educational Research.

Louis D. Brandeis High School Bilingual Program
N.Y.C. Board of Education, Office of High Schools
Contact: Sonia M. Rivera, Project Director (212) 799-1570
145 West 84th Street
BROOKLYN, NEW YORK 10024

Spanish (Puerto Rican), French (Haitian). Second funding year
Grades: 9-10; 12 classes, 350 students (250 Spanish language dominant, 50 French language dominant, 50 English language dominant).
Staff of 1 administrator, 20 teachers, 2 specialists, 2.2 (manhour equivalence) pupil personnel workers and 1 clerk.
Funding other than Title VII, provided by local and state funds, constitutes 60 percent of the 1973-74 project budget.
One school: Louis D. Brandeis High School.

Staff development activities anticipated for 1973-74 included a weeklong preservice workshop, project-based monthly inservice training sessions, interproject visitations and graduate level courses for 10 teachers at New York University in teaching bilingual education and language courses.
Activities in which the project director anticipated participating during 1973-74 were project administration, coordination of efforts with the principal and assistant principals, and coordination of staff development and evaluation.
Instructional materials for the project are commercially produced and adapted from commercial material by project personnel. Anticipated materials development includes completion of outlines and courses of study in French and Spanish for high school science; history; and English, French and Spanish as second languages. A trilingual newsletter is produced at the project.
Content areas taught in French and Spanish and English are math, science, history, social studies and a second language. Other courses offered at the project are Haitian history, Latin American studies, biology, physical education, Afro American history, typing and industrial arts.
The Parent Advisory Group held general meetings during 1972-73; activities included fund raising for charities, a volunteer tutorial service program, field trips, parent-teacher nights and classroom visitations.

Evaluation of students' progress is by standardized instruments; an external evaluator from the Bureau of Educational Research of the New York City Board of Education performs the program evaluation.

District One Bilingual Program
New York City School District #1
Contact: Dora Collazo-Levy, Project Director (212) 674-3599
District #1 Office
75 Avenue B
NEW YORK, NEW YORK 10009

Spanish (Puerto Rican) Third funding year
Grades: K-4; 15 classes, 375 students (300 Puerto Rican, 50 Black, 25 of other ethnic groups). Students not participating total 14,240 (10,500 Puerto Rican, 1,120 Chinese, 2,200 Black, 420 of other ethnic groups).
Staff of 5 bilingual professionals, 2 monolingual professionals and 8 bilingual professionals paid from Title VII ESEA funds; 15 professionals and 2 paraprofessionals paid from Title I and tax levy funds. Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
Three schools: P.S. 20, 63, 134.

Staff development activities anticipated for 1973-74 included college courses toward the M.A. degree in bilingual education and 40 hours of inservice training.
The project director anticipated participating in project administrative duties.
Instructional materials used in the project are primarily commercially produced. Anticipated materials development in 1973-74 included areas of Puerto Rican culture and Spanish enrichment.
Content areas taught in English and Spanish are different for each grade.
All curriculum areas are stressed at each level. The classroom is organized primarily for small groups within a classroom according to language for basic skills.
Student achievement in second language learning is measured by project-developed tests. Academic progress during 1972-73 was measured by the *Metropolitan Achievement Test* in reading in English, and a project-developed instrument for recording Spanish reading level.
The Parent Advisory Group met 20 times in 1972-73; activities included organizing subcommittees within each school, preparation for district bilingual conference and screening of teachers for the new year.
Evaluation of students' progress is by means of standardized achievement tests administered by project personnel.

NEW YORK

Building Bilingual Bridges
New York City School District #2, Manhattan
Contact: Robert N. Tharp, Project Director (212) 233-0035
122 Henry Street
NEW YORK, NEW YORK 10002

Chinese, Spanish (multiethnic) Fifth funding year
Grades: PreK-3; 8 classes, 225 students participating; students in the school total 1,020 (55 Anglo American, 347 Puerto Rican, 514 Chinese, 88 Black, 16 Spanish surnamed).
Staff of 7 bilingual professionals paid from Title VII ESEA funds; 3 paraprofessionals paid from local education agency funds. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
One school: P.S. 2, Manhattan.

The project director anticipated participating in curriculum preparation and staff training during 1973-74. The local education agency anticipated support of PreK, K and first grades.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of social studies, science, math, language arts and English as a second language. Anticipated materials development in 1973-74 included areas of previous development.
Content areas taught in the non-English (first) language of the student include social studies, math, science and language arts. Areas taught in English (second language) include those of the first language, reading and English as a second language. English speakers are taught language arts (stories and songs) in a second language. Areas taught in both languages simultaneously are social studies, math, language arts and science.
Student achievement by ethnic minority pupils in second language learning is indicated by results of post-testing with a project-devised ESL test. Academic progress is indicated by post- testing results in areas of storytelling ability in both languages, math and science. Parents of students assisted the project staff in curriculum preparation and testing.
Evaluation of students' progress is by means of objective measurements such as the *M.A.T.*, *L.T.L.* tests, math, science, ESL and native language tests (criterion reference measures based on the project curriculum). An internal evaluator performs process or formative evaluation (on-going process) and product or summative evaluation (pre- and post- testing procedure).

In-Migrant School-Community Project
New York City Community School District #2
Contact: Robert Mendillo, Project Director (212) 685-3788
210 E. 33rd Street
NEW YORK, NEW YORK 10016

Spanish (multiethnic) Fourth funding year
Grades: PreK-4; 13 classes, 297 students (180 dominant language English, 117 dominant language Spanish).
Staff of 22 professionals, 42 paraprofessionals.
One school: P.S. 151 (Manhattan).

Staff development activities anticipated for 1973-74 included on-site college workshop programs for teachers and paraprofessionals in conjunction with Baruch College, and a three-week summer preservice workshop with focus on Spanish language instruction and review and selection of materials.
Activities in which the project director anticipated participating included project administration, materials acquisition and staff development.
Instructional materials for the project are commercially produced and adapted from commercial material by project personnel.
Content areas taught in Spanish and English are reading, math, oral language skills, physical education, music, culture and science.
Curriculum areas stressed at each level are reading, reading readiness, social studies and culture. The classroom is organized for team teaching, using a variety of interest centers for small group and individualized instruction. Native speakers of English and Spanish are in each classroom, with no fewer than three adults at any one time.
Student achievement in second language learning is measured with the *Peabody Picture Vocabulary Test*, the *Boehm Test of Basic Concepts* and the *Metropolitan Achievement Tests in Reading and Arithmetic*.
The Parent Advisory Group contributed to the setting of program goals for the instructional component, for neighborhood planning of cultural, social, legal and economic services, and for political awareness and activity.
Evaluation of students' progress is by project-developed and standardized instruments; Bernard Cohen Research and Development provided external audit and reports.

District 3 Bilingual Program
New York City School District #3
Contact: George Sánchez, Project Director (212) 663-1800
300 West 96th Street
NEW YORK, NEW YORK 10025

Spanish (Puerto Rican), French Third funding year
Grades: K-4; 12 classes; 360 students.
Staff of 12 professionals. (Statistics from 1972-73).
Ten schools: P.S. 9, 75, 84, 87, 145, 163, 165, 166, 179, and 191.

Staff development activities anticipated for 1973-74 included college courses for teachers and aides.
Activities in which the project director anticipated participating during 1973-74 included project administration and coordination of staff development and evaluation.
Instructional materials used by the project are primarily commercially produced.
Content areas taught in Spanish and English conform to New York state guidelines. Classrooms are organized with an open corridor design to encourage maximum pupil interaction, and the opportunity for individualized instruction.
The Parent Advisory Group held regularly scheduled meetings during 1972-73. Activities included review of the continuation proposal and classroom visitations.
Evaluation of students' progress is by means of standardized tests. A contracted external auditor performs the independent educational audit.

The Bilingual Mini-School
New York Community School District #4
Contact: Awilda Orta, Project Director (212) 534-5459
2351 First Avenue
NEW YORK, NEW YORK 10035

Spanish (Puerto Rican) Fourth funding year
Grades: 7-8; 6 classes, 160 students (105 Puerto Rican, 1 Portuguese, 32 Black, 1 Italian, 21 Dominican and other Latin American).
Staff of 5 bilingual professionals paid from Title VII ESEA funds; 3 professionals and 5 paraprofessionals paid from learning cooperative and tax levy funds. Funds other than Title VII constitute 12 percent of the 1973-74 project budget.
One school: The Bilingual Mini-School at J.H.S. 45 (Manhattan).

Staff development activities anticipated for 1973-74 included teacher training and curriculum development.
Activities in which the project director anticipated participating included staff involvement in administrative functions of the program, curriculum development and higher community participation.
Instructional materials for the project are primarily commercially produced. The project staff has developed a social studies curriculum and a guidance program. Anticipated materials development for 1973-74 included areas of social studies and English as a second language.
Content areas for the non-English (first) language of the student include math, science, Spanish language arts, music, science, shop, typing, social studies and English as a second language. Areas taught in English (second language) include language, social studies, shop, industrial arts, art and music. Spanish as a second language is taught to English speakers.

Curriculum areas vary according to language dominance of the individual group members and their general learning abilities. The classroom is organized for team teaching, small group and individualized instruction.
Student achievement in second language learning is indicated by increase in the number of students receiving high school diplomas instead of certificates, and advanced placement in high school Spanish courses.
The Parent Advisory Group met 3 times during 1972-73; activities included project orientation, class trips, participation in guidance and academic activities and advising in the development of the Title VII continuation proposal.
Evaluation of students' progress is by means of initial testing, quarterly report cards, teacher-made and standardized tests. Program evaluation was performed by P.R.C. Metranamics, Inc., by means of analysis of pre- and post- testing devices and quarterly visits.

The Dual-Bilingual Program--District #5, Manhattan
New York City Community School District #5
Contact: Samuel La Salle, Project Director (212) 850-5000 Ext. 40
433 W. 123rd Street
NEW YORK, NEW YORK 10027

Spanish (Puerto Rican), French (Haitian) Second funding year
Grades: K-3; 21 classes, 615 students (405 Spanish and French language dominant, 210 English language dominant). Students not participating total 10,600 (2,840 Spanish and French language dominant, 7,760 English language dominant).
Staff of 25 professionals and 37 paraprofessionals. Funding other than from Title VII ESEA is provided by Title I state and district funds, and constitutes 78 percent of the 1973-74 project budget.
Eight schools: P.S. 30, 36, 43, 46, 125, 156, 161, Annunciation.

Staff development activities anticipated for 1973-74 included weekly teacher training workshops and involvement of 14 teachers in the bilingual education graduate program of study at New York University.
Activities in which the project director anticipated participating during 1973-74 included project administration, materials acquisition, staff recruitment and development, and coordination of evaluation.
Instructional materials for the project are primarily commercially produced. The project produces a bilingual newspaper.
Content areas taught in the non-English (first) language of the student are reading and writing. Spanish, French and English as second languages, history, culture, social studies, reading, health, science and math are taught in a bilingual setting with teacher aides.

NEW YORK

The Parent Advisory Group met monthly during 1972-73. Activities included open houses, a cultural program, bimonthly classroom visitations, and classroom presentations about the culture of Puerto Rico, Haiti and Africa.
Evaluation of students' progress is by means of the *Inter-American Test of General Ability*, Sanford Cohen's adaptation of the *J. T. Bailey Test*, daily logs, and project-developed criterion-referenced tests. Each program component was evaluated by Arawak Consulting Corporation; Alfred J. Morin and Associates prepared the final audit report.

Bilingual Focus for the 70's
New York City Community School District #6
Contact: Evelyn Colón, Project Director (212) 795-5400
665 West 182nd Street
NEW YORK, NEW YORK 10033

Spanish (Puerto Rican) Third funding year
Grades: K-4; 28 classes, 1,003 students.
Staff of 15 bilingual professionals and 2 non-professionals.
Five schools: St. Elizabeth, P.S. 115, 128, 132, 192 M.

Staff development activities anticipated for 1972-74 included ESL courses at a local university, and the training of a district community resource team by Intelicor to assist in testing and to learn about measurement.
Activities in which the project director anticipated participating during 1973-74 included coordinating the activities of project administration, budget, contracts, evaluation, community involvement, conferences, teacher training and instruction.
Instructional materials used by the project are primarily commercially produced.
Content areas taught in Spanish are language arts and social studies (Hispanic culture and history). Areas taught in Spanish and English are language arts, science, math, music, art and health. The classroom is organized in conventional classrooms with use of bilingual professional assistance for individualized instruction.
Student achievement in second language learning is measured by interviews, observation and project-developed checklists.
The Parent Advisory Group met on a regular basis during 1972-73. Activities included development and implementation of parents and members of the community.
Evaluation of students progress is by means of pre- and post-testing with the *Cooperative Inter-American Test of General Ability* and the *Boehm Test of Basic Concepts* (Spanish or English version). Intelicor performs program evaluation, and Alfred J. Morin and Associates prepare interim and final audit reports.

Public School 25--The Bilingual School
New York City Community School District #7
Contact: Luis A. Cartagena, Project Director (212) 665-9686
P.S. 25--The Bilingual School
811 East 149th Street
BRONX, NEW YORK 10455

Spanish (Puerto Rican) Fifth funding year
Grades: K-6; 30 classes, 763 students (467 Spanish language dominant, 296 English language dominant).
Staff of 31 professionals and 14 paraprofessionals. Funding other than Title VII ESEA is provided by Title I and local funds, and constitutes 15 percent of the 1973-74 project budget.
One school: P.S. 25.

Staff development activities anticipated for 1973-74 included postgraduate courses for teachers at New York University in the areas of language arts, math, applied linguistics, construction, use and interpretation of tests, and oral Spanish. Activities in which the project director anticipated participating during 1973-74 included serving as school principal, administration of the program and coordination of the work of the separate components.
Instructional materials for the project are project-developed and produced and adapted from commercial material by project personnel. The project has developed a curriculum for levels K-2 for social studies in Spanish relevant to the Puerto Rican urban elementary school pupil, and a curriculum for Spanish as a second language for grades 3-6. Anticipated materials development during 1973-74 included a social studies curriculum in Spanish in three levels, and proficiency placement tests in Spanish and English.
Content areas taught in Spanish and English are language arts and the basic skills.
Student achievement in second language learning is measured by standardized tests, interviews and tape recording. The adult education component consists of beginning, intermediate and advanced courses in English as a second language and in Spanish as a second language.
Evaluation of students' progress is by means of monitoring by the project director and teachers, and by the *General Ability* and *Reading Tests* of the *Inter-American Series*. The program is evaluated by the Institute of Research and evaluation of Fordham University's School of Education; Mobicentrics, Inc. prepared the pre-audit report.

NEW YORK

Northeast Regional Adaptation Center of CANBBE
New York City Community School District #7
Contact: Aurea E. Rodríguez, Director (212) 635-0255
P.S. 25
811 East 149th Street
BRONX, NEW YORK 10455

Attached to the Title VII ESEA Bilingual Bicultural Project at Public School 25, this is one of four regional centers coordinating efforts to regionalize materials developed by the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE) project and the Spanish Curriculum Development Center in Miami Beach, Florida. Curriculum materials which were field tested and adapted regionally during 1972-73 included areas of social science, math and science, fine arts, Spanish as a second language and Spanish language arts.

The Bilingual School Complex
New York City Community School District #8
Contact: Luisa D. Cruz, Project Director (212) 823-5730
1967 Turnbull Avenue
NEW YORK, NEW YORK 10473

Spanish (Puerto Rican) Third funding year
Grades: PreK-3 and 5-8; 53 classes, 1,308 students (817 non-English language dominant, 491 English language dominant). Students not participating total 8,983 (2,173 non-English language dominant, 6,810 English language dominant).
Staff of 7 professionals and 2 clerical workers funded by Title VII ESEA; 53 professionals and 22 paraprofessionals paid from tax levy, state urban and Title I funds.
Six schools: P.S. 39, 60, 62, 75, 130, I.S. 52.

Staff development activities anticipated for 1973-74 included inservice classes in SSL for teachers, a graduate course at Hunter College in theories and practices related to bilingual education, a three-day preservice orientation session, and inservice training for teachers and paraprofessionals in testing, classroom management, scheduling, reading, subject areas, bilingual methodology in curriculum and instruction, and early childhood. Teachers are assisted by college students from the Urban Corporation and student teachers from Building Bridges Toward Bilingual Education.
Activities in which the project director anticipated participating during 1973-74 included proposal writing, staff recruitment, orientation and training, and coordination of teaching activities.
Instructional materials for the project are primarily commercially produced. The project anticipates development of a comprehensive criterion-referenced language test in English and Spanish.

All content areas are taught in the child's dominant language in Kindergarten and grade 1; language arts, the second language, science, social studies, culture, math, music, art and health education are taught in the basically ungraded classrooms, with placement by language dominance and ability. Student achievement in second language learning is measured by means of a reading guide for skills development which is used as a checklist.

The Bilingual Advisory Committee, composed of representatives from each school, has served the function of disseminating project-related information to the community; general meetings included review of the entire program. Parents were taught first and second language skills in language workshops conducted during school hours.

Evaluation of students' progress is accomplished by means of pre- and post- testing with standardized instruments; Intelicor, Inc. served as external evaluator and Educational Research Associates prepared the audit reports.

The Bilingual Sister Schools
New York City Community School District #9
Contact: Meida Zambrano, Project Director (212) 681-5486
1166 River Avenue
BRONX, NEW YORK 10452

Spanish (Puerto Rican)
Grades: K-6; 14 classes, 390 students (170 non-English language dominant, 210 English language dominant). Third funding year
Staff of 2 administrators, 15 bilingual teachers, 8 bilingual paraprofessionals, 4 specialists and 1 clerk.
Two schools: Escuela Bilingüe, Rafael Hernández.

Staff development activities anticipated for 1973-74 included preservice training in teaching ESL, SSL and math; ongoing in-service consisted of staff meetings, preparation periods, seminars, after school workshops and discussions; and university level instruction involved 80 percent of the teachers. Activities in which the project director anticipated participating during 1973-74 included program management and administration, evaluation, staff development, and materials development and acquisition.

Instructional materials for the project are project-developed and produced, and adapted and translated from commercial material by project personnel. Anticipated materials development included integrated lessons in social studies emphasizing cultural traditions and life styles of Puerto Rico and Hispanic cultures. A bilingual newsletter is produced at the project.

Content areas taught in Spanish and English are reading, math, folklore, history and artistic expression. Science, music, health education, art and language arts are also taught in the bilingual setting of the team teaching and non-graded classrooms.

The Parent Advisory Group met monthly during 1972-73. Activities included assistance in screening and selecting program participants, evaluation, and planning and writing of the proposal. Programs included Puerto Rican Discovery Day and Martin Luther King Day; fund raising activities included the sale of cakes, candy and *pasteles*.

Evaluation of students' progress and attitudes is by a combination of standardized instruments in Spanish and English, a performance objectives checklist and teachers' records. Alfred J. Morin and Associates performed the program evaluation.

The Bilingual Mini School, P.S. 59
New York City School District #10
Contact: Felicita Serrano, Project Director (212) 298-0320
Public School 59
1285 Bathgate Avenue
BRONX, NEW YORK 10457

Spanish (Puerto Rican)
Grades: K-3; 9 classes, 225 students (64 percent Hispanic, 36 percent Anglo American). Third funding year

Staff includes 1 project director, 7 city tax levy licensed classroom teachers, 3 teachers and 4 educational assistants financed by Title VII project funds; 3 educational assistants funded under Title I.

One school: P.S. 59--The Bilingual Mini School.

Staff development activities anticipated for 1973-74 included a ten-day preservice workshop in September.

Activities in which the project director anticipated participating during 1973-74 included staff development and project administration.

All content areas are taught in the non-English (first) language of the student. Language arts, math, social studies, music, art, health and physical education are taught at levels K-3; the second language is taught as a subject at grade 3; science is taught in grades 2 and 3. Individualized and small group instruction are stressed.

Student achievement in second language learning is measured with the *Spolsky Spanish-English Language Dominance Assessment* and the *Tests of Basic Language Competence in English and Spanish, Levels I and II.*

Evaluation of the program is by a contracted external evaluation agency.

Title VII Bilingual Program
New York City Community School District #12
Contact: Carmen E. Rivera, Project Director (212) 294-9365
560 East 179th Street
BRONX, NEW YORK 10460

Spanish (Puerto Rican) Second funding year
Grades: K-5; 25 classes, 776 students.
Staff of 38 professionals, 27 paraprofessionals. (Statistics from 1972-73).
One school: District 12 Bilingual School, P.S. 211.

Staff development activities anticipated for 1973-74 included team training sessions during the school year for teachers and aides.
Activities in which the project director anticipated participating in 1973-74 included program administration and coordination of evaluation and staff development.
Instructional materials for the project are primarily commercially produced.
Content areas taught in Spanish and English conform to New York state guidelines. Math, science and language arts are stressed at each level.
The Parent Advisory Group held regularly scheduled meetings during 1972-73. Activities included review of the continuation proposal and program planning.
Evaluation of students' progress is by means of standardized tests. An external auditor prepares reports from test results, teacher records and on-site visits.

District 13 Bilingual Education Program
New York City District #13
Contact: Carmen A. Pérez, Project Director (212) 636-8686
180 Sixth Avenue
BROOKLYN, NEW YORK 11217

Spanish (Puerto Rican; Black) Fourth funding year
Grades: K-4; 20 classes, 388 students (30 Anglo American, 263 Puerto Rican, 95 Black).
Staff of 8 bilingual professionals and 2 bilingual paraprofessionals paid from Title VII ESEA funds; 18 professionals and 18 paraprofessionals paid from Title I and tax levy funds.
Funds other than Title VII constitute 53 percent of the 1973-74 project budget.
Two schools: P.S. 133, P.S. 282.

Staff development activities anticipated for 1973-74 included a preservice workshop, inservice sessions, and university courses.
Activities in which the project director anticipated participating include staff and curriculum development, project administration and evaluation.

Instructional materials for the project are project-developed and produced, commercially produced and adapted from commercial material by project personnel. The project has developed materials in areas of language arts in Spanish, math in Spanish and English, and second languages (ESL and SSL). Anticipated materials development for 1973-74 included areas of social studies (Puerto Rican orientation), language arts in Spanish and math.
Content areas taught in English and Spanish as first and second languages include math, social studies, music and physical education.
Curriculum areas stressed at each level are reading, social studies, math and the second language. The classroom is organized for small group instruction within a self-contained classroom and for small grouping between grades.
Student achievement in second language learning is measured by several commercial tests and a program-developed test. Academic progress is indicated by the reading above or on grade level of grades K-2 and reading on or slightly below grade level at grade 3.
The Parent Advisory Group met monthly in 1972-73; activities included selection of personnel, meetings with the school district superintendent, selection of evaluators and review of the evaluation report.
Evaluation of students' progress is by means of pre- and post-testing of students, teacher observation and teacher-parent interviews. The program is evaluated by the Institute for Educational Development of New York City.

District 14 Bilingual Program
New York City Board of Education
Contact: Jacqueline Case, Project Director (212) 388-3377
68 Harrison Avenue, P.S. 122
BROOKLYN, NEW YORK 11211

Spanish (Puerto Rican) Fourth funding year
Grades: PreK-3; 9 classes, 248 students (39 Spanish language dominant, 209 English language dominant).
Staff of one acting administrator, 6 teachers, 3 specialists, 1 evaluator, 9 teacher aides, 2 community liaison workers and 1 clerical worker.
One school: P.S. 122.

Staff development activities anticipated for 1973-74 included a summer workshop in materials adaptation, inservice workshops, and participation in a master's degree program in bilingual education at New York University.
Activities in which the project director anticipated participating during 1973-74 included project administration and coordination of evaluation.

Instructional materials used by the project are commercially produced and adapted from commercial materials by project personnel.
Content areas taught in Spanish and English are math, music, social studies, science, physical education, cultural activities and handwriting. The *Distar* reading program is used in grade 1. Areas stressed in each level are determined by the Board of Education's curriculum guides.
Student achievement in second language learning is measured by language competency tests, *Redondel Reading Tests*, teacher-made tests and *Metropolitan Achievement Tests*.
The Parent Advisory Group met monthly during 1972-73. Activities included cultural and holiday celebrations and assemblies, field trips, and monthly home visitations by teachers and aides.
Evaluation of students' progress is by means of pretesting and posttesting with project-developed tests and the *Boehm Test of Basic Concepts*. An external auditor prepares interim and final reports.

Bilingual Education in a Team Teaching Non-Graded Environment
New York City School District #16
Contact: Jorge Bermúdez, Project Director (212) 452-4607
1010 Lafayette Avenue
BROOKLYN, NEW YORK 11221

Spanish (Puerto Rican) Second funding year
Grades: 1-2; 7 classes, 184 students (92 Puerto Rican, 92 Black).
Staff of 8 professionals, 15 paraprofessionals.
Three schools: P.S. 81, 304, 25.

Staff development activities anticipated for 1973-74 included inservice training sessions for teachers and aides.
Activities in which the project director anticipated participating during 1973-74 included project administration and coordination of staff development and classroom instruction.
Instructional materials used by the project are primarily commercially produced.
Content areas taught in Spanish and English are language arts, math and reading. The classroom is organized for large group instruction and smaller group instruction according to achievement levels, with a nongraded program for each child to progress at his own rate.
The Parent Advisory Group met 10 times during 1972-73. Activities included program planning and parent-teacher conferences.
Evaluation of students' progress is by means of standardized achievement tests. An external contracted auditor provides independent educational audit.

NEW YORK

Bilingual Center for Pre-Schoolers
New York City School District #17, Brooklyn
Contact: Josephine Bruno, Project Director (212) 467-3422
960 Prospect Place
BROOKLYN, NEW YORK 11213

French (Haitian), Spanish (Puerto Rican) Second funding year
Grades: PreK-1; 6 classes, 148 students (7 Anglo American, 27 Puerto Rican, 50 French, 42 Black, 22 other nationalities, predominantly Spanish speakers).
Staff of 5 bilingual professionals, 1 monolingual professional and 4 bilingual paraprofessionals paid from Title VII ESEA funds; 7 professionals, 2 paraprofessionals paid from tax levy and State Urban Education funds; 250 parent volunteers. Funds other than Title VII constitute 40 percent of the 1973-74 project budget.
One school: Crown Heights Early Childhood Center #1.

Staff development activities anticipated for 1973-74 included training sessions and materials development.
Activities in which the project director anticipated participating during 1973-74 included research on second language development, training sessions, materials development and parental involvement.
Instructional materials for the project are primarily commercially produced. The project has developed materials about the history and geography of Haiti. Anticipated materials development during 1973-74 included areas of science and Spanish.
Content areas taught in the non-English (first) language of the student include reading, math, language arts, and social studies (Spanish or Haitian culture). Areas taught in English (the second language) include science, art, social studies (American portion) and language arts. English-speaking students are taught language arts, math, and reading in Spanish or French.
Curriculum areas stressed at each level are reading, math and social studies. The classroom is organized primarily for small group instruction, with some individualized instruction.
Student achievement in second language learning is indicated by scores on the *Experimental Scale for Rating Pupils' Ability to Speak English*, or its equivalent in the second language.
The Parent Advisory Group met 24 times during 1972-73; activities included parent education classes, discussion of program goals and budget, a cultural program for parents, and contribution to the development of the program proposal.
Evaluation of students' progress is by means of pre- and post-testing with published and program-developed tests in reading, basic concepts and math. The Center for Educational Research and Field Services, N.Y.U., evaluates the program by means of individual student taping, on-site visitations twice weekly and teacher conferences.

District 20 Bilingual Education Program
New York City Community School District #20
Contact: Lia Ramos, Project Director (212) 492-5242
P.S. 140, 343-60th Street
BROOKLYN, NEW YORK 11220

Spanish (Puerto Rican) Second funding year
Grades: K-3; 17 classes, 400 students (50 Anglo American, 350 Puerto Rican). Students not participating total 1,400 (400 Anglo American, 1,000 Puerto Rican).
Staff of 3 bilingual professionals and 2 bilingual paraprofessionals paid from Title VII ESEA funds; 1 professional paid from other funds. Funds other than Title VII are provided by tax levy and Title I, and constitute 70 percent of the 1973-74 project budget.
One school: P.S. 140.

Staff development activities anticipated for 1973-74 included preservice and inservice workshops.
Activities in which the project director anticipated participating included staff development, curriculum development and parent activities.
Instructional materials for the project are primarily commercially produced.
Content areas are taught in the non-English (first) language of the student during 90 percent of Kindergarten, 85 percent of grade 1, 70 percent of grade 2, and 50 percent of grade 3. Areas taught in English and Spanish are ESL, music, art, math and language arts.
Curriculum areas stressed at each level conform to the New York City Board of Education curriculum.
The Parent Advisory Group met weekly during 1972-73; activities included a review and discussion of all aspects of the program, and screening of teacher candidates.
Evaluation of students' progress is by means of pre- and post-testing and teacher observations. The mean number of months gained in reading and math, and the percentage distribution of students by months of growth achieved are tabulated. The evaluator assesses program components by means of classroom observations and interviews with program staff, administration and parents. Interim reports are submitted in November and February, with the final report submitted in July.

Bilingual Bicultural Program
New York City School District #24 (Queens)
Contact: Carmen L. Velkas, Project Director (212) 894-6047
67-54 80th Street
NEW YORK, NEW YORK 11379

Spanish (South American, Puerto Rican) Second funding year

NEW YORK

Grades: K-2; 9 classes, 300 students (150 Anglo American, 25 Puerto Rican, 125 South American).
Staff of 7 bilingual professionals and 2 monolingual professionals paid from Title VII ESEA funds, 9 professionals and 9 paraprofessionals paid from Program 30, Mod. 5 New York City Tax Levy funds. Funds other than Title VII constitute 68 percent of the 1973-74 project budget.
Three schools: P.S. 13, 89, 143.

Staff development activities anticipated for 1973-74 included preservice instruction and monthly inservice instruction to personnel.
Activities in which the project director anticipated participating during 1973-74 included teaching an inservice course in Hispanic studies, monthly instruction to personnel, and attendance at bilingual conferences.
Instructional materials for the project are primarily those adapted from commercial material by project personnel. The program has developed bilingual, bicultural lessons and materials in Spanish as a second language. Anticipated materials development during 1973-74 included bilingual, bicultural lessons and audiovideo tapes.
Content areas taught in Spanish and English are math, reading, language, bicultural studies and social studies.
Curriculum areas stressed at each level are: K--language, reading, cultural; grades 1-2--language, reading, math, cultural and social studies. The classroom is organized for microteaching in 3 small groups, large group instruction in a team teaching situation by bilingual personnel, and individualized instruction when necessary.
Student achievement in second language learning is indicated by *New York City Pre-Reading Assessment Tests, Linguistic Subtest* for K and grade 1, the *Linguistic Capacity Index* and the *M.A.T. Reading Tests.*
The Parent Advisory Group met 10 times in 1972-73. Activities included visits to bilingual classes, attending workshops, and making suggestions for program design, development of new bicultural program, criteria for hiring bilingual personnel, and expansion of bilingual education throughout the district.
Evaluation of students' progress is by means of the *Linguistic Capacity* tests, the *M.A.T. Reading* tests, and the *Distar* program tests. The program is evaluated by the Center for Field Research and School Services at the School of Education of New York University.

Adelante-Forward Bilingual Education
City School District of Rochester
Contact: Mario L. Delgado, Project Director (716) 325-4560
410 Alexander Ext. 403
ROCHESTER, NEW YORK 14610

Spanish (Puerto Rican) Fifth funding year
Grades: PreK-12; 38 classes, 930 students (145 English language dominant, 785 Spanish language dominant).
Staff of 2 administrators, 26 bilingual elementary teachers, 14 secondary teachers, and 19 paraprofessionals. Funding other than Title VII ESEA is provided by Title I funds and district funds, and constitutes 65 percent of the 1973-74 project budget.
Five schools: Hendrik Hudson, Chester Dewey, Henry Lomb, Monroe H. S., Franklin H. S.

Staff development activities anticipated for 1973-74 included inservice in instructional skills, parent conferences, and college level inservice training for paraprofessionals through the Monroe Community College and the Career Opportunity Program.
Activities in which the project director anticipated participating included staff development, staff recruitment, program administration and curriculum development.
Instructional materials for the project are project-developed and produced and adapted from commercial material by project personnel. The project has developed a curriculum in Spanish for social studies and Spanish for grades 4-6.
Content areas taught in the non-English (first) language of the student are the basic skills (reading and math). Areas taught bilingually are those designated by school district guidelines. Classrooms provide individualized instruction made possible by the assistance of instructional aides.
The Parent Advisory Group met on a regular basis; activities included participation in reviewing the program, cultural programs and "open houses."
Evaluation of students' progress is by means of teacher-made tests, *Stanford Achievement Tests*, and the *Metropolitan Achievement Tests* in math. The program is evaluated internally, and a team of external auditors prepares initial, interim and final audit reports.

## *OHIO*

R. A. Horn, Director (614) 469-2223
Division of Federal Assistance
State Department of Education
COLUMBUS, OHIO 43215

1 project
371 students
Languages taught: Spanish, English
Ethnicity of participating students: 22 Mexican American, 182 Puerto Rican, 116 Black, 51 other. (For number of non-participating students, see project description.)

OHIO

Lorain City Bilingual Education Program
Lorain School District
Contact: Gloria Gutiérrez, Project Director (216) 244-9000
31st Street and Vine Avenue
LORAIN, OHIO 44052

Spanish (Puerto Rican, Mexican American) Fourth funding year
Grades: K-4; 16 classes, 371 students (22 Mexican American, 182 Puerto Rican, 116 Black, 51 of other ethnic groups). Students not participating total 262 (158 Puerto Rican, 68 Black, 36 of other ethnic groups).
Staff, including director, evaluator and 8 aides, paid from Title VII ESEA funds; 16 professionals, 8 paraprofessionals and 100 volunteers, salaries paid from local and state funds.
Funds other than Title VII constitute 62.2 percent of the 1973-74 project budget.
One school: Lincoln Elementary.

Staff development activities anticipated for 1973-74 included preservice and inservice workshops.
Activities in which the project director anticipated participating in 1973-74 included curriculum, staff and materials development, parental involvement, cultural celebrations and project supervision. The local education agency provides curriculum materials for grades K-1.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of Spanish phonics, ESL, English as a second dialogue, math, and curriculum. Anticipated materials development for 1973-74 included revision of Spanish phonics and ESL guides, and materials in science and social studies (using the second language).
Content areas taught in the non-English (first) language of the student include oral language, reading, math, science and social studies. English-speaking students are taught Spanish as a second language, math, Puerto Rican culture and Mexican culture in Spanish.
Curriculum areas stressed at each level are: K--oral language and cultural awareness; grades 1-3--language and culture, reading, math, social studies and science; grade 4--all the above plus creative writing. The classroom is organized primarily for team teaching by subject.
Student achievement in second language learning and academic growth is measured by a complete battery of commercial and project-devised instruments.
The Parent Advisory Group met 6 times in 1972-73; activities included project review with suggestions, and programs about drug problems, race relations and educational objectives.
Evaluation of students' progress is by means of daily teacher observations, and interviews, observations and formal assessment (criterion-referenced instruments) by an in-house evaluator and the program director.

# OKLAHOMA

Patricia Hammond (405) 521-3493
Instruction Coordinator for Foreign Language
310 Will Rogers Building
Oklahoma City, Oklahoma 73105

3 projects
1,798 students
Languages taught: Choctaw, Seminole, Cherokee, English.
Ethnicity of participating students: 63 Black, 285 Choctaw, 129 Seminole, 374 Cherokee, 208 English language dominant, 739 Anglo American. (For numbers of non-participating students, see individual projects.)

## Seminole Bilingual Education Program

Strother School District #14
Contact: Ronnie S. West, Project Director (405) 332-8000
East Central State College Ext. 3766
Room 150-A
ADA, OKLAHOMA 74820

Seminole Second funding year
Grades: K-3; 18 classes, 315 students (175 Anglo American, 129 Seminole, 11 Black). Students not participating total 1,462 (839 Anglo American, 540 Seminole, 83 Black).
Staff of 2 bilingual professionals, 1 monolingual professional, 18 other professional staff, and 20 bilingual paraprofessionals paid from Title VII ESEA funds.
Six schools: Strother, Bowlegs, Justice, Sasakwa, Wolf, Pleasant Grove.

Staff development activities included a workshop in July for teacher and bilingual assistant and monthly workshops.
Activities in which the project director anticipated participating during 1973-74 included project and national workshops, tribal meetings and evaluation conferences, and project administration.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of language, legends, stories, math, social studies, music, coloring books with legends, phonics books, lesson plans and calendars. Anticipated materials development in 1973-74 included all areas of previous development and workbooks in math and language.
Content areas taught in Seminole and in English to all students are math, language, social studies, science, health, and arts and crafts.

Curriculum areas stressed at each level are: K--oral language, math, music and culture; grades 1-3--language, math, social studies, music and culture. The classroom organization varies, but primarily used is the open classroom concept with small groups.

Student achievement in second language learning and academic progress is measured by a wide range of achievement tests and teacher and staff observations.

The Parent Advisory Group met 3 times during 1972-73; activities included review of programs, materials, academic progress and plans of the project. Parents contributed efforts and articles for state, local and national bilingual workshops.

Evaluation of students' progress is by means of standardized testing and classroom visitation. Program evaluation is by an external evaluation who develops and implements the project design in cooperation with the staff and project director.

Choctaw Bilingual Education Program
Broken Bow Public Schools
Contact: Pierce Martin, Project Director (405) 584-6887
Box 207
BROKEN BOW, OKLAHOMA 74728

Choctaw

Grades: K-4; 20 classes, 901 students (564 Anglo American, 285 Choctaw, 52 Black). Students not participating total 479 (Anglo American). Fourth funding year

Staff of 4 bilingual professionals, 11 professional monolinguals and 28 bilingual paraprofessionals paid from Title VII funds; 27 professionals, 18 paraprofessionals and 1 volunteer, salaries paid from local school district funds. Funds other than Title VII constitute 20 percent of the 1973-74 project budget.

Four schools: Battiest, Broken Bow, Smithville, Wright City.

Staff development activities anticipated for 1973-74 included continuation of a system of monthly workshops.

Activities in which the project director anticipated participating included materials development, fiscal duties and evaluation. The local education agency provided facilities for inservice workshops.

Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of social studies and English as a second language. Anticipated materials development during 1973-74 included areas of social studies, listening and reading. Public media and a newsletter are used to disseminate project-related materials and information.

Content areas taught in the first and second language simultaneously are math, social studies and language arts.

Curriculum areas stressed at each level are language arts (K-4), social studies (grades 3-4), and math (grades 1-4). The classroom is organized primarily for large group instruction.

Student achievement in second language learning is measured by teacher reports and *Michigan Oral Language Tests*. *Stanford Achievement Tests* are used in measuring academic growth.

The Parent Advisory Group met 8 times during 1972-73; activities included participation in workshops and review of the program, including consultations and recommendations for change.

Evaluation of students' progress is a continuing process by means of *Michigan Oral Language Tests* and pre- and post- testing with standardized and locally developed instruments. An auditor serves as program evaluator, making on-site visits in September and June.

Cherokee Bilingual Education Program
Greasy Board of Education
Contact: Agnes Cowen, Project Director (918) 456-6177
P. O. Box 769
Sharon Hills, Highway 62 South
TAHLEQUAH, OKLAHOMA 74464

Cherokee
Grades: K-5; 25 classes, 582 students (374 Cherokee, 208 English language dominant). Fifth funding year

Staff of 2 administrators, 25 teachers, 1 language instructor, 4 specialists, 25 teacher aids, 1 community liaison, 2.5 (man-hour equivalence) clerical personnel, 1 Cherokee translator.

Funding by Title VII ESEA provides virtually 100 percent of the 1973-74 project budget.

Four schools: Greasy School, Lost City School, Tenkiller School, Marble City School.

Staff development activities anticipated for 1973-74 included courses in the Cherokee language in cooperation with Northeastern State College, and a four-week workshop in bilingual education conducted by the project linguist.

Activities in which the project director anticipated participating included developing and implementing program goals, staff recruitment, program administration and evaluation.

Instructional materials used by the project include those adapted from commercial material by project personnel, and some which are project-developed and produced. Anticipated materials development includes a measurement device that will be able to determine ability to speak the Cherokee language.

A monthly newsletter is produced by the project.

Content areas taught in English are reading, language arts, arithmetic, phonics, music and art. At least one area at each grade level is taught in Cherokee. The classroom is organized for a modified open classroom approach with individualized instruction.
The Parent Advisory Group met regularly during 1972-73. Activities included cultural enrichment tours, school visitations, adult education classes, attendance at the drama "Trail of Tears", and contribution of skills and knowledge in construction of cultural materials and development of language materials.
Evaluation of students' progress is by means of pre- and post-testing with standardized achievement tests, and teacher observations. The external auditor prepares interim and final reports; the program evaluation is by the internal evaluator.

## OREGON

Elton Minkler (503) 378-3606
Supervisor of Migrant Education
State Board of Education
SALEM, OREGON 97310

1 project
340 students
Languages taught: Russian, Spanish, English.
Ethnicity of participating students: 90 Mexican American, 160 Russian, 90 Anglo American. (For numbers of participating students, see project description.)

Project SER--Spanish English Russian
School District 103-C
Contact: Miquel A. Salinas, Project Director (503) 981-9561
1800 West Hayes Street
WOODBURN, OREGON 97071

Russian, Spanish (Mexican American) Fourth funding year
Grades: 1-4; 17 classes, 340 students (90 Anglo American, 90 Mexican American, 160 Russian). Students not participating total 74 (70 Anglo American, 3 Mexican American, 1 Russian).
Staff of 17 bilingual professionals and 7 bilingual paraprofessionals paid from Title VII ESEA funds; 2 professionals paid from state and local funds. Funds other than Title VII constitute 65 percent of the 1973-74 project budget.
Two schools: Washington, Nellie Muir.

Staff development activities anticipated for 1973-74 included inservice training and curriculum development.
Activities in which the project director anticipated participating included curriculum and staff development, project administration and promotion of bilingual education by means of teaching a university class and speaking engagements.
Instructional materials for the project are project-developed and produced, commercially produced and adapted from commercial material by project personnel. The project has developed materials in social studies relative to the environment and a continuous progress curriculum in language arts. Anticipated materials development in 1973-74 included expansion of language arts, arts and crafts, and social studies materials.
Content areas taught in Spanish and English utilizing the parallel curriculum teaching concept include language arts, science, social studies and math.
Curriculum areas stressed at each level include all areas in both languages, with increased coverage in the upper levels.
The classroom is organized for individualized instruction, microteaching, large group teaching, peer teaching and team teaching at the teacher's option.
Student achievement in second language learning is indicated by advancement on the project-developed *Continuous Progress Curriculum*.
The Parent Advisory Group met 10 times in 1972-73; their activities included review of the curriculum and project objectives, classroom and home visitations, and student field trips.
Evaluation of students' progress is by means of standardized tests, criterion-referenced tests and teacher-devised tests. An internal evaluator makes project evaluations three times annually; an external evaluator makes semiannual evaluations.

## *PENNSYLVANIA*

Helen McLain
Modern Foreign Language Specialist
State Department of Public Instruction
HARRISBURG, PENNSYLVANIA 17126
(717) 787-7808

2 projects
2,994 students
Languages taught: Spanish, English
Ethnicity of participating students: 96 Puerto Rican, 175 Black, 1,830 Spanish language dominant, 995 English language dominant, 21 Anglo American. (For numbers of non-participating students, see individual projects.)

PENNSYLVANIA

Let's Be Amigos
School District of Philadelphia
Contact: Dr. Eleanor L. Sandstrom, Project Director
Parkway at 21st Street (215) 448-3334
PHILADELPHIA, PENNSYLVANIA 19103

Spanish (Puerto Rican) Fifth funding year
Grades: PreK-12; 135 junior and senior high classes, 46 elementary classes, 2,825 students (1,830 Spanish language dominant, 995 English language dominant).
Staff of 5.4 (manhour equivalence) administrators, 86 teachers, 6 specialists, 2.5 evaluators, 14 teacher aides, 4 community liaisons, 5.5 clerical personnel, 1 external auditor, 10 tutorial aides and 1 librarian. Funding other than Title VII constitutes 55 percent of the 1973-74 project budget.
Eleven schools: Edison, Kensington, William Penn, and Ben Franklin High Schools; Penn Treaty and Stoddart Fleisher Junior High Schools; Ludlow, Waring, Southward, Miller, and Potter Thomas Elementary Schools.

Staff development activities anticipated for 1973-74 included staff development workshops in classroom management, teaching techniques and use of instructional materials and equipment; monitoring of classes for informational feedback; and inservice training at the Bilingual Teacher Training Institute in conjunction with Temple University.
Instructional materials used by the project include project-developed videotapes and bilingual curricula, as well as materials adapted from commercial materials by project personnel. During 1972-73 the project produced 69 videotapes in the areas of staff development and public relations; anticipated production includes 25 videotapes of model lessons leading to complete units in language instruction and social studies in grades K-4. The project has developed materials in areas of Spanish language arts, Spanish as a second language, English as a second language, social studies and science. Anticipated materials development includes areas of Spanish language arts, Spanish as a second language, English as a second language, social studies and a guide for community involvement. A bilingual newsletter is produced at the project site.
Content areas taught in the non-English (first) language of the student include Spanish language arts, science, math and social studies. High school subjects taught in Spanish include social studies, Spanish language arts, commercial subjects, physics, biology and chemistry. Primary grade classrooms are organized into learning stations determined by observations of a student's competencies, and ungraded sections for recent arrivals from Spanish-speaking areas. Information about the program is disseminated by means of commercial television broadcasts, a weekly column in the *Philadelphia Daily News*, a Spanish newspaper *Prensa Hispana*, and a weekly Spanish radio program.

The Parent Advisory Groups met monthly during 1972-73; the groups participated in the city-wide celebration of Puerto Rican Week, a Puerto Rican Folk Festival at Potter Thomas School, and activities related to information dissemination, and classroom volunteer activities.
Evaluation of students' progress is by means of teacher-made and locally developed instruments such as the *Philadelphia Readiness Test* and the *PreKindergarten Readiness Test*, as well as standardized achievement tests. An independent educational audit is performed by an external evaluator from the Educational Research Laboratory at the University of Colorado.

An Exemplary Program of Bilingual Education
West Chester Area School District
Contact: Joseph R. Turse, Project Director (215) 696-2570
320 North Church Street
WEST CHESTER, PENNSYLVANIA 19380

Spanish (Puerto Rican) Third funding year
Grades: K-3; 8 classes, 169 students (21 Anglo American, 96 Puerto Rican, 52 Black). Students not participating total 455 (225 Anglo American, 55 Puerto Rican. 175 Black).
Staff of 1 bilingual professional and 5 bilingual paraprofessionals paid from Title VII ESEA funds; 10 professionals paid from state and local funds; 5 volunteers. Funding other than Title VII constitutes 62 percent of the 1973-74 project budget.
Two schools: J. R. Fugett, E. N. Pierce.

Staff development activities anticipated for 1973-74 included a six-week workshop and ongoing inservice related to the teaching process, team teaching and affective education.
Activities in which the project director anticipated participating during 1973-74 included inservice sessions, teacher recruitment, intercultural activities and conferences.
Instructional materials for the project are primarily commercially produced. The project has produced a manual for ESL/SSL, program objectives in ESL, SSL and math, and units in social studies. Anticipated materials development during 1973-74 included continued program and behavioral objectives in cultural components, second language, reading and math areas.
Content areas taught in the non-English (first) language of the student include language arts, reading, math, science and social studies. Areas taught in English (the second language) include ESL, science, social studies, health, safety, physical education, art, music, and library. English-speaking students are taught SSL, science and some social studies in Spanish.
Curriculum areas stressed at each level are: K--language arts, reading and math readiness, ESL, SSL, science, social studies, music, art and physical education; grades 1-3--language arts, reading, math, science, social studies, health, safety, physical education, music, art, library, ESL and SSL.

The classroom is organized for large group instruction in team teaching as well as small group processes in most areas. Student achievement in second language learning is indicated by locally devised picture identification tasks. Academic progress is indicated by results of the *Test of Basic Experiences* for levels K-2.

The Parent Advisory Group met 7 times during 1972-73; activities included review and critique of the program goals, intercultural family affairs and classroom observation.

The Educational Research and Development Associates of West Chester prepare evaluation reports in October and June, utilizing pre- and post- group comparisons, ongoing process evaluation, teacher evaluations and on-site observations.

PUERTO RICO

Dra. Adela Méndez
Director of Bilingual Education (809) 765-1365
Department of Education
HATO REY, PUERTO RICO 00919

1 project
377 students
Languages taught: Spanish, English
Ethnicity of participating students: 190 Spanish language dominant, 187 English language dominant.

Bilingual Education Program
Bayamón Sur School District
Contact: Carlos Martínez, Project Director (809) 765-1365
Department of Education
Avenida Teniente César González
Urb. Tres Monjitas
HATO REY, PUERTO RICO 00919

Spanish (Puerto Rican) Third funding year
Grades: 7-9; 191 classes, 377 students (187 English language dominant, 190 Spanish language dominant).
Staff of 1.5 (manhour equivalence) administrators, 16.2 teachers, 4 specialists, 2 evaluators, 2 teacher aides, 2 clerical personnel. Funding is provided virtually 100 percent by Title VII ESEA.
Two schools: José Padín Junior High School, Lomas Verdes Lutheran Academy.

Staff development activities anticipated for 1973-74 included seminars on uses of materials and evaluative techniques, consultant-teacher sessions, and courses in test construction and science curriculum development with the Graduate School of Social Science of the University of Puerto Rico.
Activities in which the project director anticipated participating during 1973-74 included implementation of project policy, handling of administrative matters, and supervision of the academic program.
Instructional materials used by the project are primarily commercially produced. Anticipated materials development included continued development of the language arts curriculum and new evaluation instruments for all grades.
Content areas taught in English and Spanish are science, math, language arts and social studies.
The Parent Advisory Group functions in an advisory role for program planning and evaluation.
Evaluation of students' progress is by means of pretesting and posttesting. with *Metropolitan Achievement Tests* and project director and teacher-made tests. The external contracted auditor prepared pre-audit and final audit reports from test results, on-site visits and interviews.

## *RHODE ISLAND*

Edward T. Costa, Consultant (401) 277-2841
Compensatory Education
State Department of Education
PROVIDENCE, RHODE ISLAND 02901

2 projects
480 students
Languages taught: Portuguese, Spanish, English
Ethnicity of participating students: 195 Portuguese, 35 Puerto Rican, 10 Cuban and Colombian, 240 Anglo American. (For numbers of non-participating students see individual projects.)

Pawtucket Bilingual Project
Pawtucket School Department
Contact: Iva Da Silva, Project Director (401) 728-2120
School Administration Building
Park Place
PAWTUCKET, RHODE ISLAND 02860

Portuguese, Span.(Puerto Rican, Cuban, Colombian) Second funding year
Grades: 5-6; 1 open classroom, 180 students (90 Anglo American, 35 Puerto Rican, 45 Portuguese, 10 Cuban, Colombian). Students not participating total 1,785 (1,300 Anglo American, 35 Puerto Rican, 235 Portuguese, 20 Black, 15 Cuban, Colombian).
Staff of 6 bilingual professionals paid from Title VII ESEA funds; 7 professionals and 1 paraprofessional paid from Title I and local funds. Funds other than Title VII constitute 45 percent of the 1973-74 project budget.
Three schools: Anna J. Burns, M. V. Cunningham, E. Baldwin.

Staff development activities anticipated for 1973-74 included preservice and inservice training at Brown Bilingual Institute, workshops and conferences.
Activities in which the project director anticipated participating during 1973-74 included supervision of instruction, procurement of materials, arranging staff development and parental involvement activities, and writing goals and objectives.
Instructional materials are primarily those adapted from commercial materials by project personnel. Anticipated materials development during 1973-74 included areas of social studies and second language instruction.
Content areas taught in the non-English (first) language of the student include language arts, math and social studies. Areas taught in English (the second language) include science, physical education, music, art and social studies. English speakers are taught Spanish and Portuguese as second languages, some music and some social studies in the second language.
Curriculum areas stressed at each level are language arts in the native language and social studies. The classroom is organized primarily for team teaching in an open classroom.
Student achievement in second language learning is measured by criterion reference tests following each teaching unit.
The Parent Advisory Group met 6 times during 1972-73; activities included review of the program and suggestions for the inclusion of students outside the bilingual program.
Evaluation of students' progress is by means of pre- and post-testing with standardized and adaptations of standardized tests. A team from the Curriculum Research and Development Center at the University of Rhode Island analyzes scores, management and instructional processes and prepares monthly, interim and final reports.

Providence Plan for Bilingual Education
Providence Public School Department
Contact: Frank Piccirilli, Jr., Proj. Director (401) 272-4900
455 Wickenden Street
PROVIDENCE, RHODE ISLAND 02906

Portuguese — Fifth funding year
Grades: 1-6; 13 classes, 300 students (150 Portuguese, 150 Anglo American).
Staff of 7 bilingual professionals, 9 monolingual professionals and 12 bilingual paraprofessionals paid from Title VII ESEA funds; 8 professionals, 3 paraprofessionals and 25 volunteer tutors, salaries paid from local education agency funds. Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
Two schools: Fox Point Elementary, Nathan Bishop Middle.

Staff development activities anticipated for 1972-73 included operation of the New England Resource Center for Bilingual Education.
Activities in which the project director anticipated participating include all aspects of the program, from planning to evaluation phases.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of reading readiness and reading development (adaptation of criterion-referenced materials), mini units for study in areas of social studies and science, and parallel series in math for grade structured classes. Anticipated materials development for 1973-74 included continuation of the reading series in conjunction with the New Bedford and Fall River Title VII projects.
Content areas taught in the non-English (first) language include the complete curriculum. Language arts, math and social studies are taught in English (the second language) and to English speakers in the non-English language depending on grade and length of time in the program. The classroom is organized in large and small groups with individualized instruction, utilizing tutors.
Student achievement on standardized tests of language, reading and math indicates standing at or above grade level.
The Parent Advisory Group met 6 times during 1972-73; activities included a Portuguese festival with *fado* singers and dancers, classroom visitation and review of program and program implementation.
Evaluation of students' progress is by conventional published instruments; a team from the University of Rhode Island conducts weekly visitations, and prepares interim and final reports.

## *SOUTH DAKOTA*

Norris Paulson, Assistant Superintendent (605) 224-3426
State Department of Public Instruction
PIERRE, SOUTH DAKOTA 57501

SOUTH DAKOTA

1 project
143 students
Languages taught: Lakota (Sioux), English
Ethnicity of participating students: 141 Lakota, 2 Anglo American.

Lakota Bilingual Education Project
Loneman Day School--Bureau of Indian Affairs
Contact: Mike Madden, Acting Project Director (605) 867-5611
Loneman Day School
OGLALA, SOUTH DAKOTA 57770

Lakota (Lakota Sioux) Third funding year
Grades: K-3; 7 classes, 143 students (2 Anglo American, 141 Lakota Sioux). Students not participating total 178 (1 Anglo American, 177 Lakota Sioux).
Staff of 3 bilingual professionals, 1 monolingual professional and 14 bilingual paraprofessionals paid from Title VII ESEA funds; 2 bilingual teacher trainees paid from local education agency funds. Title VII funds constitute virtually all of the 1973-74 project budget.
One school: Loneman Day School.

Staff development activities anticipated for 1973-74 included curriculum development and inservice training.
The project director anticipated participating in all program activities during 1973-74.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of language arts, math, social studies and art; further development in the same areas is anticipated for 1973-74.
Content areas taught in the non-English (first) language and in English (the second language) include language arts, math and social studies.
Curriculum areas stressed at each level are language arts with beginning sounds, vowel sounds and phonetics; math with numbers, addition and subtraction; and social studies, with *Tiospaye* (extended kinship) system and acculturation to white government structure. The classroom is organized primarily for small group instruction in a team teaching format.
Student achievement in second language learning is indicated by triple convergence reports by parents, teachers, and program administrator's tests. Academic progress is indicated by *I.T.P.A.* test scores in reading and math.
The Parent Advisory Group met 5 times during 1972-73. Activities included discussion of interagency coordination, classroom visitations and a community pow-wow. Members of the community other than parents of the participating students participate through the making of tapes of songs and stories, and by developing cultural handicraft.

Evaluation of students' progress is by means of triple convergency ratings, with pre- and post- tests for each component. The staff evaluator charts all program objectives by component and keeps records of progress.

## TEXAS

Dr. Arturo Gutiérrez (512) 475-3651
Program Director of Bilingual Education
Texas Education Agency
201 East 11th Street
AUSTIN, TEXAS 78701

41 projects
39,899 students
Languages taught: Spanish, English
Ethnicity of participating students: 621 Black, 8 American Indian, 1 Cuban, 1 French, 2 Oriental, 2 Chinese, 34,811 Mexican American, 3,545 Anglo American, 449 other. (For numbers of non-participating students see individual projects.)

HABLA--Helping Advance Bilingual Learning in Abernathy
Abernathy Independent School District
Contact: Carolyn Wade, Project Director (806) 298-2133
Drawer E
ABERNATHY, TEXAS 79311

Spanish (Mexican American) Fifth funding year
Grades: K-4; 15 classes, 401 students (190 Anglo American, 186 Mexican American, 25 Black). Students not participating total 118 (54 Anglo American, 50 Mexican American, 14 Black). Staff of 2 bilingual professionals, 13 monolingual professionals and 6 bilingual paraprofessionals paid from Title VII ESEA funds. Funds other than Title VII constitute 56 percent of the 1973-74 project budget.
One school: Abernathy Elementary.

Staff development activities anticipated for 1973-74 included a Spanish extension course for teachers and aides, and inservice meetings.
Activities in which the project director anticipated participating in 1973-74 include parental involvement, staff development and the volunteer high school student program for the bilingual elementary program.

Instructional materials for the project are primarily those adapted from commercial material by project personnel. The project has developed bilingual videotapes and guides in the area of language development, math, storytelling and reading readiness. Anticipated materials development in 1973-74 included more videotapes and reading readiness materials.
Content areas taught in English and Spanish to all students are language development, math and reading; social studies is taught in English.
Curriculum areas stressed at each level are language arts and math. The classroom is organized primarily for small group instruction through teacher and aide efforts.
Student achievement in second language learning and academic progress is measured by standard evaluative instruments and teacher observations.
The Parent Advisory Group met 8 times in 1972-73; activities included plans for parental involvement and discussion of bilingual methods and evaluative measures.
Evaluation of students' progress is by means of teacher-devised tests and standard evaluative instruments, and performed by a bilingual evaluation team.

Project ABLE
Abilene Independent School District
Contact: Rae P. Bailey, Project Director (915) 673-1421
842 N. Mockingbird Lane, Box 981
ABILENE, TEXAS 79603

Spanish (Mexican American) Third funding year
Grades: K-4; 25 classes, 639 students (162 Anglo American, 76 Black, 401 Mexican American).
Staff of 1 administrator, 26 teachers, 1 specialist, 1 evaluator, 18 teacher aides, 3 community liaisons, 3 clerical personnel.
Three schools: Woodson Kindergarten, College Heights, Fannin.

Staff development activities anticipated for 1973-74 included a summer preservice workshop in conjunction with Hardin-Simmons University, inservice planning and training sessions.
Activities in which the project director anticipated participating included coordination of evaluation, instruction and materials development, and the production of a bilingual newsletter.
Instructional materials for the project are primarily those adapted from commercial material by project personnel. Criterion-referenced tests have been developed and continued work on them is anticipated.
Content areas taught bilingually in English and Spanish are reading readiness, language arts, math concepts and arithmetic, science, social studies, writing and physical education.

The *Distar* reading program is used with reported success by the project.
The Parent Advisory Group met monthly during 1972-73; activities included recruitment of additional parents to visit the schools and to help with tutoring and special projects, classroom visitations, setting up and revising project objectives and assisting with student field trips.
Evaluation of students' progress is by means of project-developed criterion-referenced tests and standardized achievement tests. The program is evaluated internally, and audited by a consultant from the University of Texas at Austin.

Bilingual Early Childhood Education Program
Alice Independent School District
Contact: Arnoldo Salinas, Project Director (512) 664-0981
200 North Reynolds Ext. 41
ALICE, TEXAS 78332

Spanish (Mexican American) Fourth funding year
Grades: K-4; 19 classes, 525 students (523 Mexican American, 2 Black). Students not participating total 1,004 (991 Mexican American, 13 Black).
Staff of 5 bilingual professionals and 13 bilingual paraprofessionals and 2 paraprofessionals paid from local education agency funds; 6 volunteers. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
Four schools: Mary R. García, Nayer, Sáenz, Salazar.

Staff development activities anticipated for 1973-74 included initiating a new advisory committee, inservice and preservice sessions, and a new Spanish science program for grade 4.
Activities in which the project director anticipated participating included personnel recruitment, inservice training, staff evaluation, videotaping, materials acquisition, and public relations presentations on television and radio.
Instructional materials for the project are both project-developed and produced, and adapted from commercial material by project personnel. The project has developed materials in areas of language arts, science and cultural heritage. Anticipated materials development during 1973-74 included areas of language arts, social studies and science.
Content areas taught in Spanish and English are reading, language, math and science; social studies is taught in English.
Curriculum areas stressed at each level are: K--oral language; grade 1--language and reading; grades 2 and 3--language, reading and math; grade 4--language, reading, math and science. The classroom is organized for both large and small group instruction.
Student achievement in second language learning and academic progress is indicated by grade level achievement derived from test scores.

The Parent Advisory Group met 6 times during 1972-73; activities included staging nine bilingual children's programs, appearance on television on a panel discussion, meeting with Title I committee members and volunteer work in the classrooms. Evaluation of students' progress is by means of a performance objectives checklist and pre- and post- test scores. An internal evaluator and external auditor evaluate the program.

Dissemination Center for Bilingual Bicultural Education
Education Service Center, Region XIII
Contact: Juan D. Solís, Project Director (512) 926-8080
6504 Tracor Lane Ext. 42
AUSTIN, TEXAS 78721

This is a special service project serving all Title VII projects. Second funding year
Staff of 6 professionals, 3 paraprofessionals. The Center is one hundred percent federally funded under Title VII of the Elementary and Secondary Education Act of 1965, as amended.

One of the primary functions of the Dissemination Center for Bilingual Bicultural Education is the acquisition, editing and publishing of instructional materials relevant to bilingual, bicultural education.
*Cartel: Annotated Bibliography of Bilingual Bicultural Materials*, published monthly, is designed to serve as an informative listing for educators, librarians and others interested in materials for use in bilingual, bicultural education. A subscription is sent to each program funded under Title VII ESEA. Subscriptions are available to all interested persons and organizations.
Among the goals of the project are: determining which project-developed (Title VII ESEA) and other relevant public domain materials are suitable for distribution; reproducing and distributing these materials on the basis of established needs of the projects; surveying instructional materials available commercially in the United States for the purpose of publishing annotated listings of suitable project-developed and commercial materials in all project languages (*Cartel*). Further goals are the implementation of a feedback system to determine effectiveness with specific target populations of selected materials; collecting, analyzing, and disseminating data on Title VII ESEA projects in progress; and effecting a positive increase in interproject communication throughout the country in order to decrease duplication of effort. The Dissemination Center publishes an annual *Guide to Title VII ESEA Bilingual Bicultural Projects in the United States*, and listings of bilingual teacher training programs in the states, as well as other informational items where demand is greatest.

A library of relevant materials and information serves as a base for informational services. The Center participates actively in pertinent conferences by exhibiting published materials and making frequent presentations regarding its functions and services.
The project is evaluated internally on a monthly basis by an internal evaluator, and reviewed by auditors contracted for by the Office of Education's Division of Bilingual Education.

Carrascolendas (Bilingual Instruction Through Television)
Education Service Center, Region XIII
Contact: Michael Pool, Project Director (512) 926-8030
6504 Tracor Lane Ext. 35
AUSTIN, TEXAS 78721

Spanish (Mexican American) Fourth funding year
Grades: K-2.
Staff of 2 bilingual professionals. Budget provided by Title VII ESEA funds.

The project produces a nationally televised series of programs which are being telecast by the Public Broadcasting Service for the second year. Awards received by the project include the Corporation for Public Broadcasting Local Program Award, the 1973 Ohio State Award for excellence in community-oriented broadcasting, an Emmy nomination for the National Award for Community Service from the National Academy of Television Arts and Sciences, and the UNICEF (United Nations' Children's Fund) Prize in the Japan Prize International Educational Program Contest in Tokyo.
Anticipated activities of the local education agency for 1973-74 include distribution of sixty 30-minute Carrascolendas programs on film and cassette tapes, with related Teacher Guides and inservice training. During 1973-74 the project director anticipated coordinating dissemination, publicity, evaluation and inservice training. The project's television programs include areas of oral language, self-concept and math in Spanish and English, science in English, and reading and culture in Spanish. Information is disseminated by means of brochures, letters, and press releases; films and cassette tapes are made available through a commercial firm.
Student achievement by ethnic minority pupils in second language learning was measured by criterion-referenced instruments. Significant gains in English were made in areas of language skills, history and culture, and science; gains in Spanish were made in language skills, history and culture, and math.
The Advisory Board for Carrascolendas provided guidance and decisions on an "as needed" basis during 1972-73.
Evaluation of students' progress during 1972-73 was by means of pre- and post- testing before and after viewing the 30-program

series. Tests were administered to the experimental (viewers) and control (nonviewers) groups in Spanish and English. An independent evaluator from the Center for Communication Research of the University of Texas at Austin made use of test results, attitude surveys, and interviews in making the program evaluation.

Region XIII Bilingual Education Program
Education Service Center, Region XIII
Contact: María Barrera, Project Director (512) 926-8080
6504 Tracor Lane Ext. 36
AUSTIN, TEXAS 78721

Spanish (Mexican American) Fifth funding year
Grades: 1-5; 24 classes, 640 students (39 Anglo American, 589 Mexican American, 12 Black).
Staff of 3 bilingual professionals (administrative) are paid from Title VII ESEA funds; 17 bilingual professionals, 7 monolingual professionals, 9 bilingual paraprofessionals and 3.5 (manhour equivalence) additional staff are paid by the school districts in which the programs operate (not the LEA). The project budget is 100 percent ESEA Title VII.
Four schools: Lockhart Primary and Lockhart Intermediate (Lockhart I.S.D.), Zavala Elementary (Austin I.S.D.), Montopolis Community School (Private).

Staff development activities anticipated for 1973-74 included training in diagnostic and prescriptive techniques for the Spanish and English reading program.
Activities in which the project director anticipated participating during 1973-74 include staff development and supervision. The local education agency provides administrative, fiscal and consultative services.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of culture, scope and sequence for the Spanish reading program, a parental involvement handbook and annotated bibliographies of materials used in the Region XIII program. Anticipated materials development for 1973-74 includes a handbook for administrators, a curriculum guide and a bilingual teacher training kit.
Content areas taught in Spanish and English are language arts, reading, math, social studies, science and health.
Curriculum areas stressed at each level are reading, math, social studies and science, with spelling and mechanics of language included at grade 2 and above. Subjects increase in complexity according to grade level. Team teaching, small group instruction, individual instruction, and the Montessori approach are used within the project.

Project participants scored significantly higher on Spanish reading tests at grades 2 through 5 than control group students. Tests of other areas indicated equal scores between the two groups. Both groups held positive attitudes toward both cultures.
The Parent Advisory Group met 10 times in 1972-73; activities included a review of and suggestions for the project, a parent education program, classroom assistance, field trips, parties and a newsletter.
Evaluation of students' progress is by pre- and post- testing with published instruments. Evaluation of the instructional program and management is continual; materials evaluation and parental evaluation are semiannual.

Bishop CISD Bilingual Program
Bishop Consolidated Independent School District
Contact: Adela Martínez, Project Director (512) 584-3591
P. O. Box 788
BISHOP, TEXAS 78343

Spanish (Mexican American) Second funding year
Grades: K-4; 9 classes, 225 students (48 Anglo American, 174 Mexican American, 3 Black). Students not participating total 286 (139 Anglo American, 139 Mexican American, 8 Black).
Staff of 1 bilingual professional and 7 bilingual paraprofessionals paid from Title VII ESEA funds; 9 professionals paid from local and state funds. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
Two schools: Eastside, Westside.

Staff development activities anticipated for 1973-74 included monthly inservice sessions.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of science and health. Anticipated materials development for 1973-74 included areas of science, health and social studies.
The content areas taught in the non-English (first) language of the student is reading. Social studies and reading are taught in English (the second language). Areas in which the English-speaking students are taught in Spanish include reading, math and science.
Curriculum areas stressed at each level are language arts and math. The classroom is organized in the Kindergarten consolidation of classes and team teaching; in grade one with self-contained classes, and in grade 2-4 with the open area concept and team teaching.
Student achievement in second language learning is measured by the *Inter-American Series* tests in Spanish and English and the *Gray-Votaw Rogers* test.

The Parent Advisory Group met 4 times during 1972-73; activities included suggestions and criticisms of the project, suggestions for school bus unloading procedures, and completing forms concerning parents of children in the program. Evaluation of students' progress is by means of pre- and post-testing with the *Inter-American Series General Ability*, the *Gates MacGinitie Reading Test* and the *Gray-Votaw Rogers* tests. An external evaluator provides program evaluation, with the instructional product component of the evaluation design being compiled with results from pre- and post- testing.

To Be Bilingual Is To Be Bicultural
Brownsville Consolidated Independent School District
Contact: José Oscar Barbour, Project Director (512) 546-8601
Canales School
2450 International Boulevard
BROWNSVILLE, TEXAS 78520

Spanish (Mexican American) Third funding year
Grades: K-2; 78 classes, 2,272 students (21 Anglo American, 2,251 Mexican American). Students not participating total 1,789 (36 Anglo American, 1,753 Mexican American).
Staff of 4 bilingual professionals and 30 bilingual paraprofessionals paid from Title VII ESEA funds; 26 paraprofessionals paid from Title I funds. Funds other than Title VII constitute 1 percent of the 1973-74 project budget.
Twelve schools: Cromack, Canales, Castañeda, Victoria Heights, Webb, Resaca, Clearwater, Skinner, Longoria, Putegnat, El Jardín, Villanueva.

Staff development activities anticipated for 1973-74 included area meetings and 20 inservice meetings.
Activities in which the project director anticipated participating included inservice meetings, project management, evaluation and material development.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of social studies, bicultural studies, evaluation and science. Anticipated materials development for 1973-74 included areas of Spanish as a second language, Spanish reading and science. A newsletter is published by the project.
Content areas taught in Spanish and English simultaneously are social studies, science and math.
Curriculum areas stressed at each level are: K--oral ESL and SSL conceptual skills in the first language; grade 1--ESL, Spanish reading, instruction in two languages; grade 2--Spanish reading, English reading, instruction in both languages; bicultural activities are conducted at all levels. The classroom is organized for group teaching and team teaching with monolingual and bilingual teachers.

Student achievement in second language learning and academic progress is measured by locally devised and Spanish/English achievement tests.
The Parent Advisory Group met 6 times in 1972-73; activities included classroom observation and review of the proposal, budget, evaluation procedures and materials.
Evaluation of students' progress is by means of pretest in September, monitoring checklist in January and posttest in May. The program evaluator makes use of the process checklist, timeline and classroom observations.

C. C. CABLE--Colorado City Center to Aid Bilingual Education
Colorado Independent School District
Contact: Barbara Sutton, Project Director (915) 728-3955
1435 Elm
COLORADO CITY, TEXAS 79512

Spanish (Mexican American) Fourth funding year
Grades: K-3; 12 classes, 290 students (112 Anglo American, 152 Mexican American, 26 Black). Students not participating total 165 (88 Anglo American, 55 Mexican American, 22 Black).
Staff of 4 bilingual professionals, 1 part-time monolingual professional and 5 bilingual paraprofessionals paid from Title VII ESEA funds; 28 professionals and 6 paraprofessionals paid from local education agency, Title I, and state funds.
Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
Two schools: Kelley, Hutchinson.

Activities in which the project director anticipated participating in 1973-74 included schoolwide holiday celebrations, videotaping classroom activities and preparing a third grade curriculum.
Instructional materials for the project are primarily those adapted from commercial material by project personnel. The project has developed materials in areas of reading, math and oral language. Anticipated materials development in 1973-74 included language arts materials.
Content areas taught in the non-English (first) language of the student are language arts. Math and language arts are taught in English (the second language). Language arts are taught in Spanish to English-speaking students.
Curriculum areas stressed at each level are: K--oral language, Spanish and English; grades 1-3--reading and math; social studies in grade 3. The classroom is organized in the Kindergarten for activity learning centers with team teaching, and in grades 1-3 for team teaching (cluster) and microteaching, as well as self-contained classrooms.
Student achievement in second language learning and academic progress is measured by several commercial instruments.

The Parent Advisory Group met 4 times in 1973-74; activities included input concerning program content, activities and desires of the community, making costumes for the Christmas *fiesta*, and parties provided by room mothers.
Evaluation of students' progress is measured by means of pre- and post- testing with the *PPVT*, quarterly checklists and daily oral language records by teachers in Kindergarten; also by pre- and post- testing with the *Inter-American Series* and *Metropolitan Achievement Tests* for grades 1 and 2. Education Service Center, Region XIV performs program evaluation; an external auditor visits the program, gathers data and works directly with teachers and students.

Aprendemos En Dos Idiomas
Corpus Christi Independent School District
Contact: Jesús R. Maldonado, Project Director (512) 883-5261
P. O. Box 110
CORPUS CHRISTI, TEXAS 78403

Spanish (Mexican American) Fourth funding year
Grades: K-3; 22 classes, 660 students (511 Mexican American, 42 Black, 7 Anglo American). Students not participating total 575 (450 Mexican American, 120 Black, 5 Anglo American).
Staff of 25 bilingual professionals and 14 bilingual paraprofessionals paid from Title VII ESEA funds; 1 professional salary paid from Title I, state and local funds; 412 parent volunteers. Funds other than Title VII constitute 72.23 percent of the 1973-74 project budget.
Three schools: Crockett, Evans, Travis.

Staff development activities anticipated for 1973-74 included regional staff development and an inservice meeting with Gulf Coast Title VII projects.
Activities in which the project director anticipated participating during 1973-74 included budget negotiations, staff development, inservice, planning sessions, workshops and program administration.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed materials in areas of reading and social studies. Further development is anticipated in the area of reading.
Content areas taught in the non-English (first) language of the student include reading, math, and social studies. Areas taught in English (the second language) include reading, science and health.
Curriculum areas stressed at each level include language arts, reading and math. The classroom is organized for instruction with self-contained classes, individualized and small group instruction, and cooperative and some team teaching.

Student achievement in second language learning is indicated by most students' scoring at grade level on standardized test. Improved self-concept and intercultural interaction is evidenced by the *Self Social Constructs Test*.
The Parent Advisory Group met 6 times in 1972-73. Activities included promoting the project in the community, assisting in mobilizing the community for resources, and meeting with staff to assist in writing the continuation application proposal.
Evaluation of students' progress is by means of pre- and post-testing with teacher-made, standardized and nonstandardized instruments. Evaluation of the program is performed by a Title VII evaluator.

Bilingual Bicultural Education Program
Crystal City Independent School District
Contact: Nevolena Jaime, Project Director (512) 374-2129
805 East Crockett Street
CRYSTAL CITY, TEXAS 78839

Spanish (Mexican American) Third funding year
Grades: K-4; 43 classes, 1,168 students (975 Mexican American, 3 Black, 2 Anglo American, 188 of other ethnic groups).
Staff of 5 bilingual professionals, 1 monolingual professional and 27 bilingual paraprofessionals paid from Title VII funds; 71 professionals, 43 paraprofessionals and 15 volunteers, salaries paid from local, state and other federal funds.
Funds other than Title VII constitute 74 percent of the 1973-74 project budget.
Three schools: Zavala (K-2), Airport (grade 3), Grammar (grade 4).

Staff development activities included preservice and inservice training and videotaping of classrooms, with Community Teachers Program members participating.
Activities in which the project director anticipated participating during 1973-74 include coordination of meetings and activities with the three principals, preparation of a project brochure, continuation of the monthly newsletter, and coordination and planning of a radio program.
Instructional materials for the project are primarily project-developed and produced. The project has developed guides with sequential units in areas of math, social studies, grammar, writing skills, and vocabulary development in Spanish and English. Anticipated materials development in 1973-74 included word lists, reading materials, resource books for English and science, and a manual with different reading approaches in Spanish.
Content areas taught in the non-English (first) language of the student and in English (the second language) include social studies, math, and language arts, with oral language development stressed in English. English speakers are taught music

and SSL in Spanish. Physical education, art and music are taught in both languages simultaneously.
Curriculum areas stressed at each level are Spanish and English language arts, math and social studies. The classroom is organized both for small group instruction with teachers, aides and interns having groups, and for nongraded departmental instruction.
Student achievement in second language learning and academic progress is indicated by improvement on project-developed and achievement tests in math, language and reading.
The Parent Advisory Group met 18 times during 1972-73; activities included suggestions concerning the program and the continuation proposal, selection of community teachers program participants, and assistance in classroom and at student programs.
Evaluation of students' progress is by means of pre-, mid- and post- testing with standardized instruments in Spanish and English, and teacher reports each six weeks. The program evaluator collects data and conducts individual and group meetings with teachers.

Bilingual Multicultural Education Program
Dallas Independent School District
Contact: Pablo Pérez, Project Director (214) 744-5831
3700 Ross
DALLAS, TEXAS 75204

Spanish (Mexican American) Third funding year
Grades: K-4; 86 classes, 2,132 students (1,645 Mexican American, 240 Anglo American, 2 Oriental, 8 American Indian, 255 Black, 12 of other ethnic groups). Students not participating total 783 (461 Mexican American, 169 Anglo American, 1 Oriental, 8 American Indian, 134 Black, 10 of other ethnic groups).
Staff of 12 non-teaching and 70 teaching, bilingual professionals, 16 monolingual professionals and 2 bilingual paraprofessionals paid from Title VII funds; 6 professionals and 46 paraprofessionals paid from Title I and ESAA Bilingual funds. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
Ten schools: Gabe P. Allen, Sidney Lanier, Ben Milam, St. Ann, Benito Juárez, Sam Houston, William B. Travis, Fred Douglass, Maple Fawn, St. Mary of Carmel.

Staff development activities anticipated for 1973-74 included preservice sessions, inservice sessions and workshops, and university courses.
Activities in which the project director anticipated participating during 1973-74 included coordination of staff development and curriculum development, as well as participation in the evaluation of the four components. The project has developed materials in areas of social studies, Spanish

reading, Spanish language arts, music, art, literature and science.
Anticipated materials development during 1973-74 included areas of communication skills (Spanish), science, social studies and aesthetics. A newsletter, *¿Qué Tal?* and a program brochure are published by the project.
Content areas taught in the non-English (first) language of the student include reading, social studies, science, aesthetics and math. *Core English* (ESL) is taught to Spanish speakers. English-speaking students are taught all areas, including SSL.
Curriculum areas stressed at each level are Spanish reading, science, social studies and aesthetics (art, music, literature).
The classroom is organized in large groups by language dominance, small groups for reading, and a multi-age group.
Student achievement in second language learning and academic progress is measured by pre- and post- testing with criterion-referenced tests and achievement tests. Pupils' self concepts and peer-group interaction were measured by the "happy-sad" and "academic self" subscales and by the "peer-acceptance/ostracism" sub-scale of the *Primary Self Concept Inventory*.
The Parent Advisory Group met 11 times during 1972-73; activities included recommendations through *Meriendas* (parent education meetings) and participation in the *Quiosco* (parent center).
Evaluation of students' progress is by means of unit tests at the end of each work unit and pre- and post- testing with language and curriculum-referenced tests. The program analyst and two assistant evaluators develop the evaluative design, administer tests, and interpret data in conjunction with the Department of Research and Evaluation.

Bilingual Education Program
San Felipe--Del Rio Consolidated Independent School District
Contact: J. B. Peña, Project Director (512) 775-9561
P. O. Box 1229
DEL RIO, TEXAS 78840

Spanish (Mexican American) Fifth funding year
Grades: PreK-5; 67 classes, 1,294 students (1,251 Mexican American, 43 Black). Students not participating total 711 (701 Mexican American, 10 Black).
Staff of 14 bilingual paraprofessionals paid from Title VII ESEA funds; 72 professionals 8 paraprofessionals and 2 volunteers, salaries paid from ESAA and local funds. Funds other than Title VII constitute 60 percent of 1973-74 project budget.
Eight schools: St. Joseph, Sam Houston (Kindergarten); Austin, Lamar, Travis, East Side, North Heights, Memorial (Elementary).

Staff development activities include four all-day workshops and periodic campus meetings.

Activities in which the project director anticipated participating during 1973-74 include state meetings and project administration.
Instructional materials for the project are primarily those adapted from commercial material by project personnel.
Content areas taught in the non-English (first) language of the student include reading, math, social studies and fine arts. All content areas are taught in English. English-speaking students are taught reading, fine arts and social studies in Spanish.
Curriculum areas stressed at each level are reading, math, social studies and fine arts. The classroom is organized for instruction primarily in module and self-contained classrooms.
Student achievement in second language learning is indicated by 70 percent of ethnic minority students' scoring 41 percent or better in English and Spanish, and 80 percent of ethnic majority students' scoring 51 percent or better in English on achievement tests.
The Parent Advisory Group met 9 times during 1972-73; activities included special instruction to parents, making teaching aids for classroom use, demonstrations on aspects of culture and a volunteer aide program.
Evaluation of students' progress is by means of *Pruebas de Fin de Año*, *Stanford Achievement* tests, the *Peabody Picture Vocabulary Test*, teacher evaluations and questionnaires.
An internal evaluator performs project evaluation.

Eagle Pass Elementary Bilingual Program
Eagle Pass Independent School District
Contact: Theodore A. Wipff, Project Director (512) 773-6636
P. O. Box 1409
EAGLE PASS, TEXAS 78852

Spanish (Mexican American) Second funding year
Grades: K-2; 22 classes, 640 students (34 Anglo American, 606 Mexican American). Students not participating total 240 (22 Anglo American, 218 Mexican American).
Staff of 22 bilingual professionals and 13 bilingual paraprofessionals paid from Title VII funds; 3 professionals and 1 paraprofessional paid from Model Cities and ESAA grant funds.
Funds other than Title VII constitute 71 percent of the 1973-74 project budget.
Four schools: San Luis, S. F. Austin, Glass, Benavides Heights.

Staff development activities anticipated for 1973-74 included weekly inservice and institutes for college credit in spring and fall semesters.
Activities in which the project director anticipated participating during 1973-74 included inservice training, classroom observations, visits to other school districts, evaluation, staff development institutes and formal language training in Spanish.

Instructional materials for the project are primarily those adapted from commercial material by project personnel. The project has developed social studies materials for first grade instruction and anticipated further development during 1973-74.
Content areas taught in the non-English (first) language of the student, in English (the second language) and in Spanish to English-speaking students include oral language development, reading, writing, and music, with math in English and social studies in Spanish.
Curriculum areas stressed at each level are: K--concept, motor skills, oral language and pre-reading development; grade 1--reading and writing (dominant language), social studies (the child and his environment) and oral skills in second language; grade 2--reading and writing (dominant language), continued oral development and introduction to reading in the second language. The classroom is organized primarily for small group and individualized instruction.
Student achievement by ethnic minority pupils in second language learning is indicated by 80.8 percent of kindergarten students' scoring "acceptable" and 82.9 percent of grade 1 students' scoring acceptable on the project-developed *English Oral Capacity Test*.
The Parent Advisory Group participated in volunteer classroom activities, parental involvement programs, and promotion of the program through personal contact with members of the community.
Evaluation of students' progress is by means of pre- and post-testing with standardized and project-developed tests and language and attitude inventories.

Edinburg Bilingual Program
Edinburg Consolodated Independent School District
Contact: Rubén Rodríguez, Project Director (512) 383-4994
P. O. Box 990
EDINBURG, TEXAS 78539

Spanish (Mexican American) Fourth funding year
Grades: K-5; 49 classes, 1,620 students (1,460 Mexican American, 160 of other ethnic groups). Students not participating total 2,114 (1,875 Mexican American, 239 of other ethnic groups).
Staff of 5 bilingual professionals, 1 monolingual professional and 15 bilingual paraprofessionals paid from Title VII funds; 49 professionals and 34 paraprofessionals paid from Title I--Migrant, C.O.P., and Title I--Regular funds. Funds other than Title VII constitute 80 percent of the 1973-74 project budget.
Six schools: Austin, Travis, Jefferson, Lee, Lamar, Hargill.

Staff development activities anticipated for 1973-74 included monthly inservice training and videotaping of selected Title VII classes.

Activities in which the project director anticipated participating during 1973-74 included implementation of program, staff development, tests and instructional materials development, and writing of the proposal. The local education agency expects to participate through materials development, field trips and evaluation instruments.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of language arts, science and social studies. Anticipated materials development in 1973-74 included curriculum guides for SSL and areas of cultural awareness and math.
Content areas taught in Spanish and English are math, science, social studies and language arts, with SSL taught to English speakers. All content areas are stressed at each level. The classroom is organized primarily for small group instruction.
Student achievement in second language learning and academic progress is indicated by fewer retainees, an increased number of parents who desire for their children to participate in the project, and of principals asking for expansion of the program on their campus.
The Parent Advisory Group met 4 times during 1972-73; activities included explanation of program and implementation, discussion of the proposal and liaison aide visitations.
Evaluation of students' progress is by means of locally devised language and unit tests and commercial tests in English and Spanish. An internal evaluator performs ongoing and final evaluations.

Region One Bilingual Project
Education Service Center, Region One
Contact: A. R. Ramírez, Project Director (512) 383-5611
101 South Tenth Street
EDINBURG, TEXAS 78539

Spanish (Mexican American) Fifth funding year
Grades: K-4; 49 classes, 1470 students (Mexican American).
Staff of 9 bilingual professionals, 1 monolingual professional and 6 bilingual paraprofessionals, paid from Title VII ESEA funds. Title VII funds constitute 100 percent of the 1973-4 project budget.
Seven schools: Ford, Buckner (Pharr), Edcouch, Kennedy (Elsa), Donna Primary, Donna Elementary, Pearson Elementary (Mission).

Staff development activities anticipated for 1973-74 included development of a course for training of principals.
Activities in which the project director anticipated participating included staff and materials development.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of oral English, reading in Spanish and English, and

social education. Anticipated materials development during 1973-74 included areas of social education and staff development. Most project materials disseminated by means of Melton Book Company.
Content areas taught in the non-English (first) language of the student include social education and creative writing. Areas taught in English (the second language) include math and science.
Curriculum areas stressed at each level are: grade 1--oral English, Spanish reading, social education; grade 2--oral English, English reading, social education; grades 3-4--social education and creative writing. The classroom is organized primarily for small group instruction, with 8 to 10 pupils per group.
Student achievement in second language learning and academic progress is measured by teacher devised language and standardized achievement tests.
Evaluation of students' progress and the program is carried out by an internal evaluator, by means of interim and post-testing with unit, end-of-year and standardized tests.

Project Alma
El Paso Independent School District
Contact: Marie Ruiz-Esparza, Project Director (915) 779-3781 Ext. 245
6531 Boeing Street
EL PASO, TEXAS 79925

Spanish (Mexican American) Fourth funding year
Grades: K-4; 47 classes, 1,414 students (Mexican American). Non-participating students total 287 (Mexican American).
Staff of 43 bilingual professionals, 4 monolingual professionals and 18 bilingual paraprofessionals paid from Title VII funds; 3 paraprofessionals and 5 volunteers, salaries paid from local education agency funds. Funds other than Title VII constitute 80 percent of the 1973-74 project budget.
Three schools: Aoy, Hart, Roosevelt.

Staff development activities anticipated for 1973-74 included a preservice workshop and continuous inservice training. Activities in which the project director anticipated participating during 1973-74 included staff development, testing and evaluation, and coordination of parental involvement and materials development.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed materials in areas of music, art and math. Anticipated materials development during 1973-74 included areas of social studies, science and health. A newsletter is published by the project.
Content areas taught in Spanish are reading, social studies, music, art, health and science. Content areas taught in English are language, reading, arithmetic and spelling.

All curriculum areas are stressed at each level. The classroom is organized primarily for small group instruction.
The Parent Advisory Group met 11 times in 1972-73; activities included discussion of the program and recommendations, a classroom volunteer program and student field trips.
Evaluation of students' progress is by means of *TOBE* and *CAT* tests administered in September and May. An internal evaluator performs program evaluation.

Programa En Dos Lenguas
Fort Worth Independent School District
Contact: James Lehman, Project Director (817) 292-7760
6508 Winifred
FORT WORTH, TEXAS 76133

Spanish (Mexican American) Fifth funding year
Grades: PreK-5; 99 classes, 2,906 students (775 Anglo American, 2,131 Mexican American). Staff of 15 bilingual professionals, 1 administrator.
Eight schools: Charles Nash, M. G. Ellis, H. V. Helbing, Washington Heights, Circle Park, Denver Avenue, Brooklyn Heights, Worth Heights.

Staff development activities anticipated for 1973-74 included teacher workshops.
Activities in which the project director anticipated participating during 1973-74 included the teacher workshops, visiting and evaluating classrooms, and evaluating the implementation of the bilingual program.
Instructional materials for the project are project-developed and produced, and adapted from commercial materials by project personnel. The project has developed curriculum units for levels PreK and K, social studies units for grades 2 and 3, and reading tests and a reading continuum in Spanish. Anticipated materials development in 1973-74 included units for Kindergarten, and in social studies for grades 1-3; social studies guides for PreK, and a Spanish reading continuum.
Content areas taught in Spanish are SSL, language arts, math, social studies, reading and writing. Areas taught in English are ESL, basal reading, English readiness, math, writing and spelling.
All curriculum areas are stressed at each level, including music and art. The classroom is organized for large group instruction in a team teaching situation and for small group reading classes.
Student achievement in second language learning and academic progress is indicated by a mean of better than .05 on *Stanford Achievement*, *Iowa Test of Basic Skills*, *TOBE* and *Peabody* tests.
The Parent Advisory Group met 11 times during 1972-73; activities included a *cinco de mayo* program, classroom visitations and suggestions to the program's director.

Evaluation of students' progress is by means of pretesting--in September with the *Peabody*, *Stanford Binet*, and *Iowa* tests, and posttesting in May with the *Inter-American Series* and *TOBE* tests. An internal evaluator provides program evaluation.

Early Childhood Learning Center Bilingual Program
Galveston Independent School District
Contact: Ernestine Hernández, Project Director (713) 765-6378
Early Childhood Learning Center
1502 Postoffice Street
GALVESTON, TEXAS 77550

Spanish (Mexican American) Fourth funding year
Grades: PreK (3 and 4 years old); 4 classes, 97 students (6 Anglo American, 73 Mexican American, 15 Black, 3 of other ethnic groups).
Staff of 4 bilingual professionals and 6 bilingual paraprofessionals paid from Title VII ESEA funds; 4 professionals and 5 paraprofessionals paid from M.F.P. and Mood Foundation funds. Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
One school: Early Childhood Learning Center.

Staff development activities anticipated for 1973-74 included inservice workshops, attendance at conferences, and visitation at bilingual schools.
Activities in which the project director anticipated participating during 1973-74 included staff and program development, state and international meetings, observation in classrooms and parental involvement.
Instructional materials used by the project are primarily commercially produced. The project is in the process of developing a supplementary curriculum.
Content areas taught in Spanish and English are visual, auditory, motor, language, ideas and concepts.
Curriculum areas stressed at each level are visual, auditory, motor, ideas and concepts, language, directed learning centers: science, dramatic play, art and reading fun. The classroom is organized for team teaching instruction with directed learning centers utilized by both Level I and Level II classrooms.
Student achievement in second language learning is measured by the *Tests of Basic Experience* (English and Spanish editions). Academic progress is measured by the *TOBE*, the *Pre-School Attainment Record*, the *Minnesota Intelligence Test*, the *Oseretsky Tests of Motor Proficiency* and *Mastery Tests* of the S.E.D.L. Curriculum.
The Parent Advisory Group met monthly during the school year; activities included a videotape program, instructional demonstration, orientation observation, a scholarship program and the bilingual parent committee project.

Evaluation of students' progress is by means of unit and mastery tests administered at frequent intervals, and group process is measured by testing four random groups in four testing periods during the year. An external auditor provided interim and final educational audit reports, conducting on-site visits and analysis of testing results.

Bilingual Education Program
Houston Independent School District
Contact: Raúl Muñoz, Jr., Project Director (713) 621-4046
3202 Weslayan Road
Suite 252
HOUSTON, TEXAS 77027

Spanish (Mexican American) Fifth funding year
Grades: K-12; 49 classes, 1,200 students (21 Anglo American, 1,175 Mexican American, 102 Black, 2 of other ethnic groups). Students not participating total 6,911 (387 Anglo American, 3,097 Mexican American, 22 Chinese, 3,405 Black).
Staff of 12 bilingual professionals, 2 monolingual professionals and 11.5 bilingual paraprofessionals paid from Title VII ESEA funds; 42 professionals and 11.5 paraprofessionals paid from local and state funds. Funds other than Title VII constitute 65 percent of the 1973-74 project budget.
Ten schools: Anson Jones, Bruce, Crawford, Lamar, Looscan, Ross, Ryan and Sherman Elementary Schools, Marshall Junior High School, Jefferson Davis High School.

Staff development activities anticipated for 1973-74 included preservice and inservice training for teachers and teacher aides.
Activities in which the project director anticipated participating during 1973-74 included staff development and administrative management. The local education agency purchases materials and provides salaries and stipends for teachers and teacher aides of the program.
Instructional materials are project-developed and produced, commercially produced and adapted from commercial material by project personnel. The project has developed materials in content areas for Kindergarten, a Spanish reading program for all levels, math, a supplement to *Mis Primeras Letras*, an *Affective Domain Rating Scale*, a *Cognitive Domain Rating Scale*, and a Spanish reading test. Anticipated materials development for 1973-74 included a Spanish resource book and a bilingual book about Texas history.
All content areas are taught in Spanish and English; the English dominant student is brought in from other classrooms to participate in Spanish language instruction in reading, writing and spelling.

All curriculum areas are stressed at each level. The classroom is organized primarily for small group and individualized teaching; the bilingual teacher and teacher aide use a variety of approaches.
The Parent Advisory Group met twice during 1972-73; the individual schools' met at least once a month. The bilingual staff participates by informing the parents of the status of the program. The board is given an opportunity to meet to discuss instruction, inservice, curriculum development, dissemination and evaluation.
Evaluation of students' progress is by means of the *Cognitive Rating Scale* (project-developed), administered on a quarterly basis; the program is evaluated by pre- and post- testing in addition to the ongoing process evaluation.

Kingsville Bilingual Education Project
Kingsville Independent School District
Contact: Kathryn E. Garza, Project Director (512) 592-3387
P. O. Box 871
KINGSVILLE, TEXAS 78363

Spanish (Mexican American) Fourth funding year
Grades: K-4; 15 classes, 293 students (29 Anglo American, 264 Mexican American).
Staff of 8 bilingual professionals, 7 monolingual professionals and 5 bilingual paraprofessionals paid from local district funds; 80 to 100 volunteers assist in the project. Title VII funds constitute all of the 1973-74 project budget except teachers' salaries.
One school: Colston Elementary.

Staff development activities anticipated for 1973-74 included workshops and staff meetings.
Activities in which the project director anticipated participating included staff development, field trips, testing, classroom activities and the cultural program.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed charts for social studies and for the reading program, and tapes for morphological drills. Anticipated materials development for 1973-74 included the same areas, as well as supplementary cards for the "language master."
Content areas taught in Spanish and English include language skills, school orientation, social studies, science, health and math. English speakers are taught SSL and home environment vocabulary in Spanish.
Curriculum areas stressed at each level are ESL, SSL and math. The classroom is organized for small group and individualized instruction.

TEXAS

Student achievement in second language learning is measured with the *Inter-American Series' S.R.A.* scores indicate academic progress.
The Parent Advisory Group met 4 times during 1972-73; activities included educational programs for parents such as health, drugs, community projects and local government; as well as classroom activities, field trips and planning sessions.
Evaluation of students' progress is by means of checklists, taped tests, and *Inter-American Series* and *S.R.A.* tests, administered every three months by the project direct and the external evaluator.

Hacia Nuevos Horizontes
La Joya Independent School District
Contact: Alicia Garza, Project Director (512) 585-4855
Box 120 Ext. 36
LA JOYA, TEXAS 78560

Spanish (Mexican American) Fifth funding year
Grades: K-7; 55 classes, 1,553 students (15 Anglo American, 1,538 Mexican American).
Staff of 3 bilingual professionals and 19 bilingual paraprofessionals paid from Title VII ESEA funds; 55 professionals and 10 volunteers, salaries paid from other funds.
Three schools: Memorial Elementary, John F. Kennedy Elementary, Nellie Schunior Junior High School.

Staff development activities anticipated for 1973-74 included a workshop for volunteering mothers of students and inservice training sessions.
Activities in which the project director anticipated participating during 1973-74 included supervision of classrooms, testing and evaluation, parental involvement and staff meetings.
Instructional materials are project-developed and produced, commercially produced and adapted from commercial materials by project personnel. The project has developed materials in areas of American and Mexican holidays, music, folk tales and curriculum guides. Anticipated materials development for 1973-74 included resource books on Mexican and American holidays, short stories and a book about Mexican American culture.
Content areas taught in Spanish and English are math, history, science, language, art and music.
Curriculum areas stressed at each level are: K-2--English and Spanish oral language, vowels, consonants, math, health, social studies and reading; grades 3-7--reading, math, science, history, social habits, language and physical education. The classroom is organized for large group instruction (part of the time in a team teaching situation) and for small group instruction.

Student achievement in second language learning and academic progress is indicated by results of pre- and post- testing with English and Spanish achievement tests.
The Parent Advisory Group met 4 times in 1972-73; activities included dissemination of program information to the community, a work session on budget and proposal for continuation, and volunteer classroom assistance.
Evaluation of students' progress is by means of published and project-devised insturments; an educational evaluator prepares a pre- and post- test report and provides the program evaluation.

Bilingualism for the Conceptualization of Learning
Laredo Independent School District
Contact: Evangeline Ornes, Project Director (512) 722-3543
1618 Houston Street
LAREDO, TEXAS 78040

Spanish (Mexican American) Fifth funding year
Grades: K-8. 16 classes, 394 students (392 Mexican American, 1 Chinese, 1 Black). Students not participating total 2,135 (2,049 Mexican American, 86 of other ethnic groups).
Staff of 3 bilingual professionals, 1 monolingual professional and 5 bilingual paraprofessionals paid from Title VII ESEA funds; 16 professionals and 2 paraprofessionals paid from Laredo Independent School District funds. Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
Three schools: Urbahn Elementary, H. Ochoa Elementary, L. J. Christen Junior High School.

Staff development activities anticipated for 1973-74 included implementation of a Lend-a-Toy Library for pupils, differentiated staff utilization of pupils as tutors and facilitators, and curriculum development.
Activities in which the project director anticipated participating during 1973-74 included staff development, evaluation, instruction, community involvement and materials development.
Instructional materials for the project are primarily commercially produced. The project has developed materials in the areas of Spanish reading, staff development, evaluation and science. Anticipated materials development for 1973-74 included areas of the affective domain, early childhood and facilitation of bilingual learning.
All content areas are taught in Spanish and English.
Curriculum areas stressed at each level are: K-8--language arts, including reading in English and Spanish; K-3--math and science; grades 4-8--math and social studies. The classroom is organized for large and small group instruction utilizing teachers, teacher aides and resource teachers.

TEXAS

Academic progress during the past year is indicated by higher test scores in general than in past years.
The Parent Advisory Group met 4 times during 1972-73; activities included clarification and approval of program goals, meeting and interacting with program staff and consultants, and planning and implementing the Kindergarten Parent-Teachers' Group.
Evaluation of students' progress is by pre- and post- testing with a variety of published tests. An external evaluator makes 3 on-site visitations which include classroom observations, observations of videotaped and actual test administrations, and verification of test results through retesting of various pupils.

United Bilingual Education Project
United Independent School District
Contact: Dolores A. Earles, Project Director (512) 723-0051
700 Del Mar Boulevard
LAREDO, TEXAS 78040

Spanish (Mexican American) Fifth funding year
Grades: 3-6; 35 classes, 1,403 students (512 Anglo American, 891 Mexican American).
Staff of 6 bilingual professionals and 3 bilingual paraprofessionals paid from Title VII ESEA funds; 29 professionals and 7 paraprofessionals paid from other funds; 5 volunteers. Title VII funds constitute virtually all of the 1973-74 project budget.
Four schools: Nye, Clark, United Intermediate, Mary Help of Christians Catholic.

Staff development activities anticipated for 1973-74 included inservice training and development of materials.
Activities in which the project director anticipated participating during 1973-74 included inservice training, community involvement, materials development and serving as consultant to other districts.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of Spanish reading and Spanish languge arts, materials for teacher inservice training, and Spanish testing materials. Materials development anticipated for 1973-74 included areas of oral language development, reading, and Spanish language usage.
All content areas are taught in Spanish and English concurrently. The sixth grade program is departmentalized.
Curriculum areas stressed at each level are language arts, social studies, science and math in K-5, and bilingual language in grade 6. The classroom is organized primarily in a team teaching situation; students are taught bilingually

through structured lessons, and learning is enriched through the learning center approach.
Student achievement in second language learning is indicated by minority students showing a +8 and a +1.1 achievement growth in reading and language; majority culture students improved form 40 to 47 percent correct answers. Results on achievement tests indicate 7 months or more growth in 3 skill areas.
The Parent Advisory Group met 4 times during 1972-73; activities included promoting the program throughout the community, serving as volunteers in the classrooms, and assisting in materials development.
Evaluation of students' progress is by means of project developed Spanish achievement tests and the *C.T.B.S.* achievement test administered in September and April, and informal audiotaping of students in October and May. The bilingual staff performs program evaluation.

Bilingual Education Program
Lubbock Independent School District
Contact: Doris Rector, Project Director (806) 799-7687
1628 19th Street
LUBBOCK, TEXAS 79401

Spanish (Mexican American) Fifth funding year
Grades: K-4; 20 classes, 492 students (50 Anglo American, 440 Mexican American, 2 Black). Students not participating total 2,004 (294 Anglo American, 1696 Mexican American, 10 Black, 4 of other ethnic groups).
Staff of 1 monolingual professional and 10 bilingual paraprofessionals paid from Title VII ESEA funds; 20 professionals and 12 paraprofessionals paid from local education agency and ESAA funds. Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
Four schools: Harwell, Tubbs, McWhorter, Woolfarth.

Staff development activities anticipated for 1973-74 included preservice and inservice training, and instructional supervision.
Activities in which the project director anticipated participating during 1973-74 included staff and curriculum development, instructional supervision and parental involvement.
Instructional materials for the project-developed and produced, commercially produced, and adapted from commercial materials by project personnel. The project has developed materials in areas of kindergarten and social studies. Anticipated materials development in 1973-74 included the same areas. A newsletter is published by the project.
All content areas are taught in Spanish and English.

Curriculum areas stressed at each level are: K--language and social awareness; grades 1-4--language reading, math, social studies and science. The classroom is organized primarily for small group instruction and team teaching.
Student achievement in second language learning is indicated by an average of one year's growth during the school year; academic progress is indicated by gains in language development, reading and math skills.
The Parent Advisory Group held discussions and made recommendations for the program, made an audiovisual survey of the school's activities and project goals, and toured the classrooms.
Evaluation of students' progress is by means of pre-, midterm and post- testing with the *Peabody Picture Vocabulary Test*, the *Inter-American Series* tests and the *Metropolitan Achievement Tests*.

McAllen Bilingual Education Program
McAllen Independent School District
Contact: Thelma Santos, Project Director (512) 686-0515
110 South Tenth Street Ext. 61
MCALLEN, TEXAS 78501

Spanish (Mexican American) Fifth funding year
Grades: 1-5; 40 classes, 1,066 students (1,016 Mexican American, 50 Anglo American). Students not participating total 1,072 (952 Mexican American, 4 Black, 116 Anglo American).
Staff of 5 bilingual professionals, 3 secretaries and 7 bilingual aides paid from Title VII ESEA funds; 40 teachers and 6 aides paid from local education agency, state and Title I funds. Funds other than Title VII constitute 29 percent of the 1973-74 project budget.
Six schools: Alvarez, Bonham, Sam Houston, Thigpen, Wilson, Zavala.

Staff development activities anticipated for 1973-74 included a preservice workshop, monthly inservice sessions, a Saturday workshop each month and visitations to other schools.
Activities in which the project director anticipated participating during 1973-74 included staff development, attending meetings, writing a curriculum and visiting classrooms.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel.
The project has developed materials in areas of culture, literature and SSL. Anticipated materials development for 1973-74 include the areas of culture and literature of the Rio Grande Valley, Mexico and Spain, and ESL for grades 1-3.
A semiannual newsletter is published by the project.
Content areas taught in the non-English (first) language of the student include self concept, math, science, reading, social studies, fine arts, literature, culture and grammar.

Areas taught in English are reading, language arts, science, math and social studies. Conversational Spanish is taught to English speakers.
Curriculum areas stressed at each level are: grade 1--self concept, math, reading and social studies; grades 2 and 3--social studies and reading; grades 4 and 5--reading, literature, culture and grammar. The classroom is organized primarily for small group instruction.
Student achievement in second language learning and academic progress is measured by the *California Achievement Test, Inter-American Series* tests, language samples and social studies and geography tests.
The Parent Advisory Group met monthly during 1972-73; activities included discussion of the program and making suggestions, visiting the classrooms, assisting in the classrooms, and serving as chaperones on field trips.
Evaluation of students' progress is by means of pre- and post-testing with locally developed tests of oral English and Spanish, self concept and social studies; the *California Achievement Test* for English reading, math and language arts; and the *Prueba de Lectura* of the *Inter-American Series* for Spanish reading.

Orange Grove Bilingual Education Program
Orange Grove Independent School District
Contact: Paul B. Box, Jr., Project Director (512) 384-2496
Drawer N
ORANGE GROVE, TEXAS 78372

Spanish (Mexican American) Fourth funding year
Grades: K-4 and Special Education (EMR); 15 classes, 281 students (89 Anglo American, 192 Mexican American).
Staff of 3 bilingual professionals, 2 monolingual professionals and 5.5 (manhour equivalence) bilingual professionals paid from Title VII ESEA funds; 12 professionals and 9.5 paraprofessionals paid from state, local, ESEA Title I and ESEA Title I--Migrant funds. Funds other than Title VII constitute 71 percent of the 1973-74 project budget.
One school: Orange Grove Elementary.

Staff development activities anticipated for 1973-74 included continuing inservice, a preservice workshop and university work for instructional staff.
Activities in which the project director anticipated participating during 1973-74 included all staff development, community involvement and planning activities, as well as supervision of instruction.
Instructional materials used by the project are primarily those adapted from commercial material by project personnel. The project has developed materials in areas of reading, language arts and math. Anticipated materials development in 1973-74 included areas of reading, math and social studies.

Content areas taught in Spanish and English are language arts--emphasizing reading and oral development--math, social studies, science and art. Physical education and art are taught using both languages simultaneously.
Curriculum areas stressed at each level are reading, oral communication and social studies. The classroom is organized primarily for modified team and cooperative approaches.
Student achievement in second language learning is indicated by improved scores on the *Boehm TBC (K)* and *Inter-American Series* oral vocabulary and numbers tests. Academic progress is indicated by 48 percent fewer grade retentions in grades 1-3, while academic standards have been raised.
The Parent Advisory Group met 10 times during 1972-73; activities included review of program activities, constructive suggestions and coordination of volunteers for activities.
Evaluation of students' progress is by means of rating scales in September, January and May, pre- and post- testing in September and May, and parent reporting at six week intervals; the program evaluator operates according to the evaluation design.

Podemos Ser Justos Amigos
Pharr-San Juan--Alamo Independent School District
Contact: Ramón Billescas, Jr., Project Director (512) 787-6971
804 East Highway 83, Drawer Y
PHARR, TEXAS 78577

Spanish (Mexican American) Third funding year
Grades: K-4; 79 classes, 2,300 students (2,000 Mexican American, 300 Anglo American).
Staff of 6 bilingual professionals, 85 professionals, and 21 bilingual paraprofessionals, paid from Title VII ESEA and local funds.
Thirteen schools: Bowie, Buchner, Buell, Carnahan, Clover, Doedyns, Ford, Franklin, Fulton, Napper, Sorenson, Whitney.

Staff development activities anticipated for 1973-74 included inservice workshops.
Activities in which the project director anticipated participating during 1973-74 included implementing the program in fourth grade, revising evaluation procedures and assisting in writing a music curriculum for grades 3 and 4.
Instructional materials for the project are primarily commercially produced. The project has developed materials for reading, social studies, science and math. Anticipated materials development during 1973-74 included areas of fourth grade curriculum, social studies, bicultural heritage, Spanish language arts and music for grades 3 and 4.
Content areas taught in Spanish and English include reading, language arts, math, social studies and science. English-

speaking students are taught oral language development, Spanish reading, social studies and adaptations of third grade social studies in Spanish. Math, science and social studies are taught in both languages simultaneously.
Curriculum areas stressed at each level are: K-1--oral language development in English and Spanish; grades 1-4--reading in both languages, language arts, math, science and social studies. The classroom is organized primarily in self-contained classrooms with small group instruction.
Student achievement in second language learning and academic progress is indicated by a reduced rate of retention, Anglo American students' reading in Spanish at inservice workshops, and a high degree of fluency at grade 2 in Spanish reading.
The Parent Advisory Group met 12 times during 1972-73; activities included classroom volunteers, assistance in development of a regional music program with local artists and composers, and home demonstration meetings.
Evaluation of students' progress is by means of pre- and post- testing as well as periodic interim testing; the educational auditor makes a pre-implementation audit, a pre-evaluation proposal critique, on-site visits and a final evaluation report.

"We Speak Spanish and English"
Port Isabel Independent School District
Contact: María E. Torres, Project Director (512) 943-1353
Postal Drawer AH
PORT ISABEL, TEXAS 78578

Spanish (Mexican) American) Fourth funding year
Grades: K-5 and EMR Levels 1 and 2; 24 classes, 613 students (75 Anglo American, 538 Mexican American). Students not participating total 173 (58 Anglo American, 115 Mexican American).
Staff of 6 bilingual professionals, 1 monolingual professional and 10 bilingual paraprofessionals paid from Title VII ESEA funds; 18 professionals and 10 paraprofessionals paid from ESEA Title I, state Minimum Foundation Program, and local education agency funds. Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
Two schools: Garriga, Derry.

Staff development activities anticipated for 1973-74 included a two-week preservice workshop.
The project director anticipated participating in all project activities during 1973-74.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed materials at the kindergarten level in the areas of science and reading readiness. Anticipated

materials development for 1973-74 included materials in social studies for grades 4 and 5. A project newspaper is distributed each six weeks; news releases are made monthly.
Content areas taught in Spanish and English are science, math, languages and bicultural activities.
Curriculum areas stressed at each level are: K--language, second language, reading readiness, number readiness, science and bicultural activities; grades 1-3 and EMR--language, second language, math, reading, science and bicultural activities; grades 4-5--language, second language, reading, math, science and social studies. The classroom is organized for small group instruction, with cooperative teaching in K-3 and a semi-departmentalized system with three teachers in grades 4 and 5.
Student achievement in second language learning is indicated by rates of increase on *Project WSSE Second Language Tests*, ranging from 16.50 percent to 90.95 percent.
The Parent Advisory Group met 8 times during 1972-73; activities included classroom visits and evaluations, corsage and costume-making workshops, Christmas, Easter and Mothers' Day programs, and student field trips.
Evaluation is conducted by an internal evaluator, and a program auditor; pretests and posttests are used in the evaluation.

"Developing Bilingual Citizens"
Rio Grande City Consolidated Independent School District
Contact: José G. Villarreal, Project Director (512) 478-2023
Fort Ringgold
RIO GRANDE CITY, TEXAS 78582

Spanish (Mexican American) Second funding year
Grades: K-3; 34 classes, 990 students (987 Mexican American, 3 Anglo American). Students not participating total 249 (240 Mexican American, 9 Anglo American).
Staff of 4 bilingual professionals, 1 monolingual professional and 9 bilingual paraprofessionals paid from Title VII ESEA funds; 40 professionals, 25 paraprofessionals and 20 volunteers, salaries paid from ESEA Title I, ESEA Title I-Migrant, state Minimum Foundation, and local funds. Funds other than Title VII constitute 85 percent of the 1973-74 project budget.
Five schools: North Grammar, West Grammar, Ringgold Primary, La Unión, Grulla Primary.

Staff development activities anticipated for 1973-74 included inservice training by consultants and administrators, and the development of a bilingual curriculum at the kindergarten level.

Activities in which the project director anticipated participating during 1973-74 included program planning and evaluation, preservice and inservice training, and providing guidance to Pan American University students.
Instructional materials are project-developed and produced, commercially produced, and adapted from commercial materials by project personnel. The project has developed materials in social studies, bicultural activities and games, and teacher made units. Anticipated materials development during 1973-74 included bicultural units, nutrition booklets, social studies and Spanish and English games. News media and a local newsletter facilitate dissemination of information.
Content areas taught in English and Spanish are oral language development, math, social studies and science, with written language development in Spanish. The classroom is organized for large and small group instruction.
Student achievement in second language learning and academic progress were measured by the *Inter-American Series* tests in Spanish and English and by locally devised tests of oral vocabulary, association, classification and numbers; students at each level demonstrated substantial gains.
The Parent Advisory Group met 10 times during 1972-73; activities included discussion of objectives and goals of the bilingual bicultural program, and reporting to members of the program the needs of the community.
Evaluation of students' progress is by pre- and post- testing with locally devised and published instruments; the project director performs the program evaluation.

Bilingual Education Program
Robstown Independent School District
Contact: Nilda Lerma García, Project Director (512) 387-5741
101 West Avenue E
ROBSTOWN, TEXAS 78380

Spanish (Mexican American) Second funding year
Grades: K-3; 16 classes, 480 students (478 Mexican American, 2 Anglo American). Students not participating total 1,876 (151 Anglo American, 1,687 Mexican American, 38 Black).
Staff of 3 bilingual professionals and 8 bilingual paraprofessionals paid from Title VII ESEA funds; 16 professionals, 3 paraprofessionals and 8 volunteers, salaries paid from local education agency, state Minimum Foundation, and Title I funds. Funds other thant Title VII constitute 60 percent of the 1973-74 project budget.
Three schools: Hutto, Lotspeich, St. Anthony, Salazar, Martin.

Staff development activities anticipated for 1973-74 included preservice and inservice meetings for staff and parent volunteers, and a fifteen-session extension course offered to all bilingual staff.

Activities in which the project director anticipated participating during 1973-74 included staff development and parent advisory committee meetings.
Instructional materials are primarily commercially produced. The project had developed materials in areas of reading and social studies. Anticipated materials development during 1973-74 included areas of reading, social studies and oral language.
Content areas taught in Spanish and English are language arts, reading, math, social studies and science.
Curriculum areas stressed at each level are oral language development, positive self concept, and cultural heritage.
The Parent Advisory Group met 9 times during 1972-73; activities included attendance at school activities, classroom visitations, and assistance with school parties.
Evaluation of students' progress is by means of teacher-made tests, end of unit tests, and teacher observations, as well as the *T.E.A. Readiness Test*, the *California Achievement Test*, and *Inter-American Series* tests of General Ability, Habilidad General, Reading and Lectura. The program's internal evaluator performs pre- and post- testing and provides the program evaluation report.

English-Spanish Environmental School
San Angelo Public Schools
Contact: Joel Vela, Project Director (915) 655-5741
100 North Magdalen Street
SAN ANGELO, TEXAS 76901

Spanish (Mexican American) Fifth funding year
Grades: K-4, 23 classes, 654 students (23 Anglo American, 627 Mexican American, 4 Black). Students not participating total 1,237 (361 Anglo American, 753 Mexican American, 1 American Indian, 122 Black).
Staff of 30 professionals and 7 bilingual paraprofessionals paid from Title VII ESEA funds. Title VII funds constitute 100 percent of the 1973-74 project budget.
Five schools: Belaire, Fort Concho, Reagan, Rio Vista, Sam Houston.

Staff development activities anticipated for 1973-74 included workshops and videotaping.
Activities in which the project director anticipated participating during 1973-74 included workshops, videotaping, program visitations and parent involvement activities.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of language arts, fine arts, reading, social studies and science. Anticipated materials development during 1973-74 included videotapes of community helpers, and material on the history of San Angelo and the surrounding area.

Content areas taught in Spanish and English are language arts, reading, social studies and math; science is taught in English. Areas taught in Spanish and English simultaneously are math, science, music and social studies.
Curriculum areas stressed at each level are reading and language arts in grades 1-3, and all areas at other levels. The classroom is self-contained with some team teaching.
Student achievement in second language learning and academic growth is indicated by progress from pre- and post- test of the *Inter-American Reading Test*, gains on standardized tests--*Metropolitan, Stanford*--and teacher observation and tests.
The Parent Advisory Group met 7 times during 1972-73; activities included request and attendance of more teachers, participation in PIP programs, suggestions and participation in *posadas* and *cinco de mayo*, cooking lunches for children, volunteer work, and aid on field trips.
Evaluation of students' progress is by means of pre- and post-testing; an external evaluator utilizes the *Peabody* and *IART* in making reports every 6 to 8 weeks.

Bilingual Early Childhood Education Project
Alamo Heights Independent School District
Contact: James F. Clapp, Project Director (512) 824-6956
100 Woolridge
SAN ANTONIO, TEXAS 78209

Spanish (Mexican American) Fourth funding year
Grades: PreK (age 3)-grade 3; 11 classes, 216 students (101 Anglo American, 113 Mexican American, 1 French, 1 Cuban). Students not participating total 543 (294 Anglo American, 228 Mexican American, 6 Chinese, 2 American Indian, 13 Black).
Staff of 9 bilingual professionals and 4 bilingual paraprofessionals paid from Title VII ESEA funds. Funds other than Title VII constitute 15 percent of the 1973-74 project budget.
Two schools: Howard, Robbins.

Staff development activities anticipated for 1973-74 included inservice training in areas of reading and cultural experience.
Activities in which the project director anticipated participating during 1973-74 included inservice, fiscal and evaluative duties, and community involvement.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed materials for home educational activities, a professional teaching resource and a teacher reference manual. Anticipated materials development during 1973-74 included continued work in the same areas.
Content areas taught in Spanish are language arts and social science. Areas taught in English (grades 1-3) are math,

science, language arts in English and social science. Language arts and social science are taught in both languages simultaneously.
Curriculum areas stressed at each level are: preschool--visual, auditory and motor experiences; grades 1-3--language arts and social science. The classroom is organized for large and small group instruction, with a teacher and an assistant teacher for ages 3 and 4.
Student achievement in second language learning and academic progress is measured by criterion-referenced mastery and unit tests in English and Spanish, the Alamo Heights revision of the *Carrow Language Test* in English and Spanish, the English versions of the *Stanford Achievement Test* and the *Metropolitan Reading Tests*, and the Tests of General Ability of the *Inter-American Series*.
Community and parental involvement are through the Parent Teachers Organization as a whole, with room mothers for each section and committees for special activities.
Evaluation of students' progress is by means of pre-, mid- and post- testing with project-devised as well as published tests.

Better Education Through Bilingualism
Edgewood Independent School District
Contact: Gloria I. Gámez, Project Director (512) 433-2361
5358 W. Commerce Ext. 212
SAN ANTONIO, TEXAS 78237

Spanish (Mexican American) Fifth funding year
Grades: 1-5; 98 classes, 2,355 students (5 Anglo American, 2,335 Mexican American, 15 Black). Students not participating total 3,417 (388 Anglo American, 2,328 Mexican American, 699 Black).
Staff of 8 bilingual professionals and 40 bilingual paraprofessionals paid from Title VII ESEA funds; 189 professionals, 74 paraprofessionals and 100 volunteers, salaries paid from other federal funds, local funds, and state funds. Funds other than Title VII constitute 73 percent of the 1973-74 project budget.
Fourteen schools: Burleson, Cenizo Park, Coronado, Edgewood, Emma Frey, Gardendale, Guerra, H. B. González, H. K. Williams, Las Palmas, L. B. Johnson, Loma Park, Roosevelt, Stafford.

Staff development activities anticipated for 1973-74 included videotaping for self evaluation, demonstrations on implementing the project-developed curriculum, classroom management, needs assessment for inservice, new teachers' orientation and competencies development.
Activities in which the project director anticipated participating during 1973-74 include coordination of exchange teaching between bilingual and monolingual teachers, of Title VII

activities with the regular program, the expansion of the program into grade 5, and teacher and parent training sessions.

Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of language arts, social studies and math in Spanish. Anticipated materials development during 1973-74 included Spanish language arts for grades 4 and 5, math for grades 1-3 in conjunction with the Experimental Schools Project (E.S.P.), and social studies for grades 1-5 with the E.S.P.

Content areas taught in Spanish and English are language arts, math, social studies and science.

Curriculum areas stressed at each level are: grades 1 and 2--second language oral and written development; grades 1-5--content areas including language arts, math, social studies and science. The classroom is organized primarily for small group instruction and a one-to-one teaching basis using paraprofessionals and teacher aides.

Student achievement in second language learning is measured with the *Linguistic Capacity Index* for grade one (pre- and post- tests), and the *Stanford Achievement Test* for grades 2-4 (post-test).

Parent and community involvement activities included community-wide meetings throughout the year. Senators Joe Bernal and Henry B. González, the Title VII director, the special education director, the curriculum specialist, a board member, and the evaluator gave presentations. Other activities included nutrition and crochet classes, newsletters, classroom participation and cultural events.

Evaluation of students' progress is by means of standardized tests in a pre- and post- testing schedule. The program evaluator prepares the interim report in January and the final report in July.

Southwest Regional Adaptation Center of CANBBE
Edgewood Independent School District
Contact: Abelardo Villarreal, Coordinator (512) 433-2361
5358 West Commerce
SAN ANTONIO, TEXAS 78237

Funded by Title VII ESEA, and located in the Edgewood Independent School District (San Antonio, Texas), the staff coordinates the efforts of ten formal trial centers who pilot test the materials developed by the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE) project and the Spanish Curricula Development Center (Miami Beach, Florida). During 1972-73, the trial centers cooperated in field testing and regionally adapting curriculum guides and materials in social science, math and science, fine arts, Spanish as a second language, and Spanish language arts.

TEXAS

Proyecto Bilingüe Intercultural
San Antonio Independent School District
Contact: Alonso M. Perales, Project Director (512) 227-4195
1700 Tampico Street
SAN ANTONIO, TEXAS 78207

Spanish (Mexican American) Fifth funding year
Grades: K-1 and 6-7; 35 classes, 974 students (6 Anglo American, 966 Mexican American, 1 Chinese, 1 Black).
Staff of 3 bilingual professionals and 2 bilingual paraprofessionals paid from Title VII ESEA funds; 5 professionals and 3 paraprofessionals paid from local funds. Funds other than Title VII constitute 10 percent of the 1973-74 project budget.
Twenty-two schools within the San Antonio Independent School District participate in the project.

Staff development activities anticipated for 1973-74 included a series of one-day teacher workshops.
Activities in which the project director anticipated participating during 1973-74 included development and field-testing of materials, and implementation of a summative evaluation design for the multimedia project.
Instructional materials for the project are primarily project-developed and produced. The project has developed a Multimedia Learning System for levels K-1 which includes social studies and English and Spanish language arts, as well as J.S.C.D.P. instructional units for grades 6 and 7 in Texas history, math, science, social studies, and Spanish and English language arts. Anticipated materials development for 1973-74 included development and production of 30 J.S.C.D.P. units in all content areas for grades 6 and 7.
Content areas taught in the non-English (first) language of the student are social studies and reading; ESL, social studies, math and science are taught in English (the second language).
Curriculum areas stressed at each level are social studies and reading in K-3, and all content areas in grades 6 and 7. The classroom is organized for use of the interest centers concept by bilingual teachers for large and small group instruction, and small group instruction and individualized instruction with monolingual teachers, bilingual aides and interns.
The Parent Advisory Group participated through classroom visitations, reading and reviewing the Title VII proposal, and making recommendations to the director in the areas of planning, implementation, and evaluation of the program.
Evaluation of students' progress is by means of pre- and post- testing, with individual testing conducted with commercial and locally prepared instruments. The evaluation division of the San Antonio Independent School District administers an ongoing evaluation design of the management process.

Bilingual Multicultural Participation Project: Many in One
South San Antonio Independent School District
Contact: J. Gilbert Quesada, Project Director (512) 924-8541
2515 Sioux Ext. 43
SAN ANTONIO, TEXAS 78224

Spanish (Mexican American) Fourth funding year
Grades: K-4; 41 classes, 1,205 students (346 Anglo American, 857 Mexican American, 2 Black). Students not participating total 2,806 (129 Anglo American, 2,650 Mexican American, 27 Black.
Staff of 25 bilingual professionals and 9 bilingual paraprofessionals for grades 2-4 paid from Title VII ESEA funds; 16 professionals and 11 paraprofessionals for Kindergarten and grade 1 paid from Title I ESEA funds. Funds other than Title VII constitute 15 percent of the 1973-74 project budget.
Five schools: Antonio Olivares, Athens, Hutchins, Palo Alto, Kindred.

Staff development activities anticipated for 1973-74 included an inservice workshop for bilingual teachers and aides for grades 2-4, and inservice training on certain workdays.
Activities in which the project director anticipated participating during 1973-74 included coordination of the project's Community Advisory Committee, the summer inservice workshop and workshops planned during the year.
Instructional materials for the project are primarily those adapted from commercial materials by project personnel. The project has developed materials in areas of social studies with emphasis on Mexican American culture, English and Spanish language arts, and art. Anticipated materials development during 1973-74 included areas of English and Spanish language arts, Mexican American cultural heritage, math, music and art.
Content areas taught in Spanish and English are language arts, social studies, science, math, health, music and art. English-speaking students are taught oral language development, reading readiness, reading skills, social studies, music and art.
Curriculum areas stressed at each level are Spanish and English language arts, math, social studies, health, safety, music, art and science. The classroom is organized for a nongraded team teaching approach: grades 1 and 2 constitute a team and grades 3 and 4 constitute a team.
Student achievement in second language learning and academic progress is measured by standardized tests; computations were made in gains of achievement from pre- and post- test scores, overall mean scores and standard deviations, an item analysis, and graphic illustrations of the increase in mean scores from pre- to post- test.
Evaluation of students' progress is by means of teacher observations, teacher-made achievement tests, and standardized tests in English and Spanish. The internal evaluator assesses the instructional component, staff development, materials development, parent-community advisory council and management.

TEXAS

Pre- and post- testing results and analysis of data are applied to the instructional component, and locally made rating scales are applied to the other components.

Southside Independent School District Bilingual Program
Southside Independent School District
Contact: Eva Rivera, Project Director (512) 626-2711
Route 7, Box 267
SAN ANTONIO, TEXAS 78221

Spanish (Mexican American) Third funding year
Grades: K-4; 14 classes, 431 students (25 Anglo American, 403 Mexican American, 3 Black). Students not participating total 745 (259 Anglo American, 483 Mexican American, 3 Black).
Staff of 14 bilingual professionals, 4 monolingual professionals and 7 bilingual paraprofessionals paid from Title VII ESEA funds; 1 paraprofessional paid from other funds; 2 volunteers on a regular basis. Funds provided by state, local, Title I and Title III constitute 44 percent of the 1973-74 project budget.
Two schools: Buena Vista, W. M. Pearce.

Staff development activities anticipated for 1973-74 included a three-week preservice institute, interproject visitations and conferences.
Activities in which the project director anticipated participating during 1973-74 included preparation of reports and proposals, supervision of instruction, staff, and information dissemination, and selection, development and adaptation of curriculum materials and guides. The local education agency participates in staff development, materials acquisition, development and adaptation, community involvement, and supplying supportive personnel.
Instructional materials are primarily commercially produced. The project has developed materials in areas of reading and social studies in English and Spanish. Anticipated materials development in 1973-74 included social studies in English and Spanish.
Content areas taught in English and Spanish are oral language development, language arts, math, social studies, science and fine arts; also reading in a second language after oral and reading skills mastery in first language.
Curriculum areas stressed at each level are: K-1--oral language development, ESL, SSL, reading readiness and reading; grades 2 and 3--reading and math; grade 4--reading, math and social studies. The classroom is organized for team teaching, contracting with basic sub-systems for reading and math, small group instruction for oral language development, reading and math, and cross-level teaching in all content areas.

Student achievement in second language learning and academic progress is indicated by an average 35 percent gain on pre- and post- testing on subtests on object identification and beginning and ending sounds.
The Parent Advisory Group met 6 times during 1972-73; activities included volunteer classroom assistance, fund raising activities, field trips and panel discussions concerning the project.
Evaluation of students' progress is by means of pre-, interim and post- testing with standard instruments, administered by teachers and evaluators to individuals, small groups and large groups.

Un Paso Más Adelante
San Diego Independent School District
Contact: Loreto Trejo, Project Director (512) 279-3360
609 Labbe Avenue
SAN DIEGO, TEXAS 78384

Spanish (Mexican American) Second funding year
Grades: 4-7; 18 classes, 593 students (588 Mexican American, 5 of other ethnic groups).
Staff of 32 bilingual professionals, 9 bilingual paraprofessionals, 3 monolingual professionals and 3 paraprofessionals paid from Title VII ESEA funds. Title VII funds constitute 100 percent of the 1973-74 project budget.
Two schools: Archie Parr, Elementary Annex.

Staff development activities anticipated for 1973-74 included program planning, inservice for teachers and teacher aides, parental and community involvement, and curriculum planning.
Activities in which the project director anticipated participating included management, budget, staff development, selection of materials, instruction, coordinating student evaluation, and parental and community involvement.
Instructional materials for the project are primarily commercially produced. The project has developed materials in areas of monthly unit planning, semester goals and objectives, and behavioral objectives on content material. Anticipated materials development during 1973-74 included unit planning, goals and objectives, and daily lesson planning.
All content areas are taught in Spanish and English; content areas are taught on a 50-50 basis in both languages.
All curriculum areas are stressed at each level; the classroom is organized for individual learning, small group discussions, large groups and team teaching.
Student achievement in second language learning is measured by *S.R.A.* testing (measured in gains by month) and *Prueba de Habilida General (Inter-American Series)*, with pre- and post-testing.

The Parent Advisory Group met 12 times during 1972-73; activities included review of the curriculum and the program, recruitment of parents for classroom assistance, an open house for parents, a spring program, and cooperation in setting up a school exhibit by students.
Evaluation of students' progress is by means of pretest in early September, classroom visitations, weekly teacher and student conferences, and posttest in April. The curriculum coordinator assesses data and prepares the program evaluation report.

Bilingual Instruction for Grades K-5
Southwest Texas State University-San Marcos I.S.D.-Harlandale I.S.D. Consortium
Contact: René González, Project Director (512) 392-4905
Southwest Texas State University
217C Education Building
SAN MARCOS, TEXAS 78666

Spanish (Mexican American) Fifth funding year
Grades: K-5; 88 classes, 2,097 students (111 Anglo American, 1,967 Mexican American, 19 Black). Students not participating total 5,404 (1,234 Anglo American, 4,042 Mexican American, 109 Black, 19 of other ethnic groups).
Staff of 80 bilingual professionals, 13 monolingual professionals and 21 bilingual paraprofessionals paid from Title VII ESEA funds; 67 professionals and 61 paraprofessionals paid from Harlandale and San Marcos School District funds. Funds other than Title VII constitue 20 percent of the 1973-74 project budget.
Twelve schools: Collier, Columbia Heights, Flanders, Gerald, Mission, Rayburn, Stonewall, Wright (Harlandale I.S.D.); Bonham, Bowie, Crockett, Travis (San Marcos I.S.D.).

Staff development activities anticipted for 1973-74 included ESL inservice, *Fiesta Folklórica*, and an eight-week parental involvement program with the Education Service Center, Region XII in Austin, Texas.
Activities in which the project director anticipated participating during 1973-74 included the ESL inservice, the parental involvement program and the two *fiestas folklóricas*.
Instructional materials for the project are primarily project-developed and produced. The project has developed materials in areas of social studies, science, cultural heritage, citizenship and health units. Anticipated materials development during 1973-74 included phonics workbooks in Spanish language arts and minimal pairs flash cards for English as a second language for each grade level.
Content areas taught in Spanish are reading readiness, reading, social studies, language arts and math. English language arts, ESL, reading and some science and health are taught in English.

Curriculum areas stressed at each level are social studies, cultural heritage, self concept, math and Spanish and English language arts; English language arts and English as a second language. The classroom is organized for large group instruction in self-containted team teaching situations.
Student achievement in second language learning and academic progress are measured by the *Peabody Picture Vocabulary Test* in grades K and 1, the *Metropolitan Achievement Test* and *Prueba de Lectura, Serie Interamericana* in grades 2 through 5.
The Parent Advisory Group met 6 times during 1972-73. Activities included a panel discussion by program teachers, presentation of the state guidelines for bilingual education, parental discussion of the program, program and materials orientation, advice on materials, and dissemination of bilingual education principles to the community.
Evaluation of students is by pre and post- testing with published instruments administered by teachers and the internal evaluator.

Project Language
Weslaco Independent School District
Contact: Lucas Hinojosa, Project Director (512) 968-5546
P. O. Box 266
WESLACO, TEXAS 78596

Spanish (Mexican American) Fifth funding year
Grades: K-5; 58 classes, 1,188 students (104 Anglo American, 1,084 Mexican American). Students not participating total 1,577 (163 Anglo American, 1,409 Mexican American, 5 Black).
Staff of 4 bilingual professionals and 13 bilingual paraprofessionals paid from Title VII ESEA funds, 70 professionals paid from local education agency funds. Funds other than Title VII constitute 30 percent of the 1973-74 project budget.
Five schools: Roosevelt, Horton, Austin, Lincoln, Louise Black.

Staff development activities anticipated for 1973-74 included continuing inservice training.
Activities in which the project director anticipated participating during 1973-74 included staff development, ongoing inservice, and participation in the Texas Association for Bilingual Education.
Instructional materials for the project are project-developed and produced, commercially produced, and adapted from commercial materials by project personnel. The project has developed translations of materials in areas of math, science, English language arts, stories, history and social studies, as well as the *Vamos a Leer* Series. Anticipated materials development in 1973-74 included instructional materials in social studies and Spanish as a second language.

Content areas taught in Spanish (grade 1) and in English (beginning at grade 2) are science, math, language arts, concepts in English language, writing, music and social studies. English-speaking students are taught Spanish as a second language; Spanish language arts and social studies are taught in Spanish. The classroom is organized for large group instruction in a team teaching situation with open classroom concepts, and individual learning centers.
Student achievement in second language learning is represented by average gains of 29 percent in oral English and 50 percent in oral Spanish; academic progress of project students in areas tested averaged 8 to 10 percent above control group students.
The Parent Advisory Group met 3 times during 1972-73, activities included classroom visitation, videotaping classroom procedures and instruction, and a school carnival.
Evaluation of students' progress was by pre- and post- testing in 1972-73; the posttests from May 1973 are used as base line data with a posttest administered in May, 1974. An educational evaluator from Pan American University serves as program evaluator.

Catch Up
Zapata Independent School District
Contact: Francisco J. Rodríguez, Proj. Director (512) 765-4831
P. O. Box 327
ZAPATA, TEXAS 78076

Spanish (Mexican American) fifth funding year
Grades: K-6; 30 classes, 728 students (42 Anglo American, 686 Mexican American).
Staff of 3 bilingual professionals and 9 bilingual paraprofessionals paid from Title VII ESEA funds; 31 professionals, 13 paraprofessionals and 14 volunteers, salaries paid from state Minimum Foundation and ESAA funds. Funds other than Title VII constitute 70 percent of the 1973-74 project budget.
Three schools: Zapata Elementary, Zapata Junior High School (grade 6), A. L. Benavides Elementary (San Ygnacio).

Staff development activities anticipated for 1973-74 included preservice and inservice sessions for teachers and aides.
Activities in which the project director anticipated participating during 1973-74 included staff development, program implementation and supervision, and fiscal and administrative duties.
Instructional materials for the project are project-developed and produced, and commercially produced. The project has developed materials for grammar, social studies, language development and number concepts in Spanish, language arts in

English, and arithmetic. Anticipated materials development for curriculum guides and additional language master card sets.

Content areas taught in Spanish are reading readiness, language development, reading, number concepts, arithmetic, social studies (grades K-3), science (grades K-3), art and music. Areas taught in English are ESL, reading readiness, reading, number concepts, arithmetic, science, language arts and social studies. Language development, language arts, reading readiness, reading, arithmetic and social studies are taught in both languages--on different days and in different time blocks. The classroom is orgnized for team teaching, small group instruction, and through resource teachers in Plan "A" Special Education; individualized instruction is used in areas of learning disabilities or deficiencies.

Student achievement in second language learning is indicated by fourth year project students reading at grade level in English comprehension, as well as by scores on the *California Achievement Tests*, and the *Prueba de Habilida general* and *Prueba de Lectura (Inter-American Series)*.

The Parent Advisory Group met 3 times during 1972-73; activities included discussion of program objectives, classroom visitations, student field trips and a volunteer mothers aides group.

Evaluation of students' progress is by means of teacher observation, checklists, six-weeks tests and pre-and post- testing with published instruments, by an internal evaluator.

*UTAH*

(801) 328-5061

Elliott Howe
Director, Foreign Languages
State Department of Public Instruction
SALT LAKE CITY, UTAH 84111

1 project
520 students
Languages taught: Navajo, English
Ethnicity of participating students: 492 American Indian, 88 other.

UTAH

Bilingual Education for Navajo
San Juan School District
Contact: Lynn Lee, Project Director (801) 678-3411
Box 425
BLANDING, UTAH 84511

Navajo Fifth funding year
Grades: Pl-5; 18 classes, 580 students (492 Indian, 88 of other ethnic groups).
Staff of 1 monolingual professional and 16 bilingual paraprofessionals paid from Title VII ESEA funds; 18 professionals and 3 paraprofessionals paid from Title I ESEA, Title IV, PL92-318, district and Utah Division of Indian Affairs funds. Funds other than Title VII constitute 70 percent of the 1973-74 project budget.
Three schools: Bluff, Montezuma Creek, Mexican Hat.

Staff development activities anticipated for 1973-74 included orientation and planning workshops, and training and inservice activities conducted before, during and after the academic school year.
Activities in which the project director anticipated participating included budget negotiations, supervision of staff, implementation of program, parental involvement and preservice and inservice sessions.
Instructional materials for the project are project-developed and produced, commercially produced, and adapted from commercial materials by project personnel. The project has developed a library of cassettes with English and Navajo versions of stories, and instructional materials in math, reading and science. Anticipated materials development for 1973-74 included art, music, social studies and additional stories on cassettes.
Content areas taught to the Navajo children, as well as to the English-speaking pupils, inlcude social studies, math, science, physical education, music and art. The classroom is organized for large group instruction with small group reinforcement. Monolingual teachers are aided by bilingual assistants in some classes, while intensive inservice training leads toward a bilingual teaching staff.
The Parent Advisory Group met 12 times during 1972-73; activities included planning, needs assessment, evaluation and giving advice to staff members.
Evaluation of students' progress is by means of project-devised instruments as well as posttesting with achievement tests.
An external program auditor prepared the pre-audit and accomplishment audits.

*VIRGIN ISLANDS*

Alicia Ortiz, Supervisor (809) 774-0100
Foreign Languages Program
Department of Education
P. O. Box 630
ST. THOMAS, VIRGIN ISLANDS 00801

1 project
355 students
Languages taught: Spanish, English.
Ethnicity of participating students: 2 Mexican American, 153 Puerto Rican, 196 West Indian, 1 White Continental, 3 Dominican.

Bilingual/Bicultural Education Program of St. Croix
Department of Education of the Virgin Islands
Contact: Eleanor Bennewith, Project Director (809) 772-2960
Department of Education
ST. CROIX, VIRGIN ISLANDS 00820

Spanish (Puerto Rican, West Indian) Second funding year
Grades: K-2; 10 classes, 355 students (2 Mexican American, 153 Puerto Rican, 196 West Indian, 1 White Continental, 3 Dominican). Students not participating total 1,005 (325 Puerto Rican, 676 West Indian, 1 White Continental, 3 Dominican).
Staff of 7 bilingual professionals, 4 bilingual paraprofessionals and 1 secretary paid from Title VII ESEA funds.
One school: Alexander Henderson Elementary.

Staff development activities anticipated for 1973-74 included inservice workshops in Puerto Rican and Virgin Island cultures, and second language teaching. Teachers, teacher assistants and aides are enrolled in appropriate courses at the College of the Virgin Islands, St. Croix Campus.
Activities in which the project director anticipated participating during 1973-73 included program implementation, staff and materials development, objectives writing, requisitioning of materials, community relations and continuation application preparation. The local education agency provides facilities, buildings, a lunch program, transportation, subject matter supervisors, classroom teachers and other school personnel.
Instructional materials are primarily commercially produced. The project has produced bilingual social studies material showing maps of the Virgin Islands and Puerto Rico. Anticipated materials development include translation of names of local fruits and flowers into Spanish, as well as translation and adaptation of "Brer Anancy" stories (West Indian folktales) into Spanish at the primary level.

VIRGIN ISLANDS-
WASHINGTON

Content areas taught in the non-English (first) language of the student are language arts and math in grades 1 and 2. Health, ESL, SSL, social studies, science, story time, games and songs are taught bilingually. The classroom is organized for large group instruction with team teaching.
Parent participation included chaperoned field trips.
Evaluation of students' progress is according to stated behavioral objectives which are measured continuously. The program is evaluated by the director of the Division of Planning of Research and Evaluation of the Department of Education at Charlotte Amalie, by means of observation, questionnaires, surveys and testing.

*WASHINGTON*

James O. Click (206) 753-6745
Supervisor of Migrant Education
State Department of Public Instruction
OLYMPIA, WASHINGTON 98501

2 projects
400 students
Languages taught: Spanish, Yakima, English
Ethnicity of participating students: 239 Mexican American, 42 Yakima Indian, 5 Black, 116 Anglo American. (For numbers of non-participating students see individual projects.)

Training Migrant Paraprofessionals in Bilingual Mini Head Start
Intermediate School district #104
Contact: Louise Gustafson, Project Director (509) 547-8442
Box 2367
PASCO, WASHINGTON 99302

Spanish (Mexican American) Third funding year
Grades: PreK-K, 19 classes, 114 students (6 Anglo American, 108 Mexican American).
Staff of 6 bilingual professionals and 1 bilingual paraprofessional paid from Title VII ESEA funds; 19 paraprofessionals paid from Head Start and Title IV-A funds. Funds other than Title VII constitute 50 percent of the 1973-74 project budget.
Three schools: Mini Head Start Centers in La Grulla, Texas; Moses Lake, Washington; and Connell, Washington; "home base" phase in target community, and "in-stream phase" in up to four locations.

Staff development activities anticipated for 1973-74 included continued training for the adult paraprofessionals. Training results in college credit for the trainees.
Activities in which the project director anticipated participating included coordination of funding and writing of reports; the project director for education anticipated participation in planning and implementation activities of the program, and staff development.
Instructional materials tor the project are both project-developed and produced, and commercially produced. The project has developed materials in areas of cultural heritage, four concept areas of classification, spatial relationships, temporal relations, and seriation (for preschool children). Training materials for adult paraprofessionals have also been developed.
Content areas taught in Spanish and English are spatial relationships, temporal relations, seriation, classification and cultural heritage. Instruction is organized so that each trainee has a group of six children. The trainee tutors each child on a one-to-one basis for a short period.
Student achievement in second language learning is indicated by an average of two months gain for each month enrolled in the program.
The Parent Advisory Groups for each community met monthly during 1972-73; the Texas group does not hold meetings during the "in-stream" phase. Activities included a review of the program and *fiestas*.
Evaluation of students' progress is made by testing each 100 days with the *Peabody Picture Vocabulary Test* and a project-developed concepts test. New instruments to be introduced in 1973-74 included the *Wide Range Achievement Test* and the *Pre-school Inventory*. The project evaluator makes semiannual program evaluations in early spring and late fall.

I.S.D. No. 105 Bilingual Education Program
Intermediate School District No. 105
Contact: David R. Delgado, Project Director (509) 248-2521 Ext. 231
103 Courthouse
YAKIMA, WASHINGTON 98901

Spanish (Mexican American), Yakima. Fourth funding year
Grades: K-3; 8 classes, 286 students (110 Anglo American, 131 Mexican American, 42 Yakima Indian, 3 Black). Students not participating total 557 (215 Anglo American, 253 Mexican American, 84 Yakima Indian, 5 Black).
Staff of 8 bilingual professionals, 8 monolingual professionals and 11 bilingual paraprofessionals paid from Title VII funds. Funds other than Title VII are provided by the local education agency, and constitute 45 percent of the 1973-74 project budget.
Four schools: Lincoln, Central, Harriet Thompson, Garfield.

WASHINGTON

Staff development activities anticipated for 1973-74 included a college accredited preservice workshop and inservice training sessions.
Activities in which the project director and the Administrator anticipated participating during 1973-74 included all local activities and supervision, and working with state agencies and local school districts (apart from those in the project) in promotion of bilingual education.
Instructional materials for the project are commercially produced and adapted from commercial material by project personnel. The project has developed a series of 6 filmstrips with cassettes in basic science, using a combination of Spanish and English vocabulary. Anticipated materials development during 1973-74 included individualized materials and the Yakima Indian language component of the language learning center.
Content areas taught in the non-English (first) language of the student are communication skills, math, science, arts, social studies and reading. English-speaking students are taught communication skills and arts in the non-English language (Spanish or Yakima).
Curriculum areas stressed at each level are: K--language and concept development; grade 1--language development, concept development, reading and arithmetic; grade 2--language development, reading and math. The classroom is organized for need grouping (large), for small group work, and individualized study in stations (study areas) throughout the classroom.
Student achievement in second language learning and academic progress are measured by pre- and post- testing; progess was noted in areas of language development and reading; science and math, although not as notably, showing a strong gain.
The Parent Advisory Group met 3 times in 1973-74; activities included a dinner and a *fiesta*, assistance in the classrooms, and reviewing the application and setting goals.
Evaluation of students' progress is by means of twice-monthly participation check-lists, ongoing and quarterly teacher-devised evaluations, and annual pre- and post- testing with standardized tests. The project is evaluated internally.

*WISCONSIN*

Frank N. Brown, Administrator (608) 266-2699
Title I, ESEA
State Department of Public Instruction
MADISON, WISCONSIN 53702

1 project
336 students
Languages taught: Spanish, English.
Ethnicity of participating students: 150 Mexican American, 175 Puerto Rican, 9 Anglo American, 2 other.

Milwaukee Bilingual Education Program
Milwaukee Public Schools
Contact: Anthony Gradisnik, Project Director (414) 475-8091
P. O. Drawer 10-K
MILWAUKEE, WISCONSIN 53201

Spanish (Puerto Rican, Mexican American) Fifth funding year
Grades: K-5 and 7-12; 6 elementary and 20 high school classes, 336 students (9 Anglo American, 150 Mexican American, 175 Puerto Rican, 2 of other ethnic groups). Students not participating total 3,169 (1,749 Anglo American, 299 Spanish Surnamed, 7 Oriental, 68 American Indian, 1,046 Black).
Staff of 4 bilingual professionals and 1 evaluator paid from Title VII ESEA funds; 16 professionals, 18 paraprofessional or teacher-aides and 4 volunteers, salaries paid from Title I and local education agency funds. Funds other than Title VII constitute 60 percent of the 1973-74 project budget.
Three schools: Vieau Elementary, Lincoln Junior High School, South Division Senior High School.

Staff development activities anticipated for 1973-74 included a weeklong preservice workshop, six professional inservice sessions, inservice sessions for teacher aides, university courses for teachers and aides and two-day preservice for secondary schools.
Activities in which the project director anticipated participating during 1973-74 include staff and product development, and recruiting. The local education agency provides supervisory and administrative assistance.
Instructional materials for the project are project-developed and produced, commercially produced, and adapted from commercial material by project personnel. The project has developed bilingual elementary programs for grades K-3 and 4-8, a teacher guide for the bilingual reading specialist, performance objectives at the secondary level and report cards in Spanish for the elementary grades. Materials development anticipated for

WISCONSIN

1973-74 included exercises to accompany published readers, Spanish readers for primary grades and units in Spanish American history and heritage, and U.S. History. A bilingual newsletter, *Boletín Bilingüe* is published by the project.
Content areas taught in Spanish are Spanish reading, math and fine arts. English is used in teaching math, ESL, social studies and reading.
All curriculum areas are stressed at each level. The classroom is organized in a team teaching situation involving large groups and small groups in a modified open classroom procedure.
Student achievement in second language learning and academic progress is measured by reading tests, standardized tests and project-devised objectives.
The Parent Advisory Group reviewed the budget and curriculum, provided information on bilingual job opportunities, made recommendations and assisted with holiday programs.
Evaluation of students' progress is by pre- and post- tests of academic progress by standardized English and Spanish tests, translated tests (A-W math unit and review tests), locally devised tests (oral language), and by teacher-made tests during the year.

Midwest Regional Adaptation Center of CANBBE
Milwaukee Public Schools
Contact: Francisco Urbina, Director (414) 671-5420
Allen Field School
730 West Lapham
MILWAUKEE, WISCONSIN 53204

Attached to the Title VII ESEA Milwaukee Bilingual Education Program, this is one of four regional centers coordinating efforts to regionalize materials developed by the Curriculum Adaptation Network for Bilingual Bicultural Education (CANNBBE) project and the Spanish Curriculum Development Center in Miami Beach, Florida. Curriculum materials which were field tested and regionally adapted during 1972-73 included areas of social science, math and science, fine arts, Spanish as a second language, and Spanish language arts.

*APPENDIX*

TABLE 1

DEMOGRAPHIC DATA BY STATE

* Note: Not intended for cross-tabulations; only classroom projects included.

| STATE | Number of Projects | | | | | | Number of Staff | | | *Number of Classes | | *Number of Schools | *Number of Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | FUNDING YEAR 2 | 3 | 4 | 5 | 7 | Profes-sional | Para-prof. | Total | PreK-Elem. | Secon-dary | | |
| Alaska | 1 | | | 1 | | | 16 | 36 | 52 | 13 | | 6 | 436 |
| Arizona | 8 | | 2 | 2 | 4 | | 142.8 | 91 | 233.8 | 105 | 60 | 9 | 3,156 |
| California | 60 | 10 | 4 | 21 | 25 | | 1,360 | 1,119 | 2,479 | 1,182 | 150 | 177 | 36,783 |
| Colorado | 7 | 2 | 2 | 2 | 1 | | 206.5 | 72 | 278.5 | 121 | | 26 | 3,573 |
| Connecticut | 3 | 1 | 1 | | 1 | | 66.5 | 49 | 115.5 | 59 | | 8 | 1,221 |
| Florida | 3 | 1 | | 1 | 1 | | 27 | 10 | 37 | 21 | | 5 | 722 |
| Guam | 1 | | | 1 | | | 20 | 2 | 22 | 18 | | 5 | 424 |
| Idaho | 1 | | | 1 | | | 15 | 7 | 22 | 9 | | 3 | 290 |
| Illinois | 2 | 1 | | | 1 | | 69 | 25 | 94 | 40 | 22 | 15 | 1,203 |
| Indiana | 2 | 1 | | 1 | | | 25 | 21 | 46 | 23 | | 6 | 561 |
| Louisiana | 4 | 1 | 1 | 2 | | | 81.3 | 44 | 125.3 | 68 | | 13 | 1,945 |
| Maine | 3 | 1 | 1 | 1 | | | 73.5 | 34 | 107.5 | 48 | | 11 | 899 |
| Mariana Islands | 1 | 1 | | | | | 10 | 7 | 17 | 5 | | 2 | 105 |
| Massachusetts | 7 | 2 | 2 | 1 | 2 | | 105 | 51 | 156 | 61 | | 15 | 1,943 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Michigan | 4 | 2 | | | 2 | | 114 | 72 | 186 | 65 | | 8 | 2,316 |
| Montana | 3 | 1 | | 2 | | | 38 | 30.8 | 68.8 | 20 | | 4 | 467 |
| New Hampshire | 1 | | | | 1 | | 16.3 | 4.3 | 20.6 | 11 | | 3 | 220 |
| New Jersey | 4 | 1 | | 2 | 1 | | 145 | 40 | 185 | 99 | | 15 | 2,660 |
| New Mexico | 13 | 2 | 4 | 2 | 4 | 1 | 377.5 | 222 | 599.5 | 369 | | 63 | 8,950 |
| New York | 26 | 10 | 8 | 5 | 3 | | 493 | 352.3 | 845.3 | 491 | | 76 | 12,820 |
| Ohio | 1 | | | 1 | | | 18 | 16 | 34 | 16 | | 1 | 371 |
| Oklahoma | 3 | 1 | | 1 | 1 | | 95 | 95.5 | 190.5 | 63 | | 14 | 1,798 |
| Oregon | 1 | | | 1 | | | 19 | 7 | 26 | 17 | | 2 | 340 |
| Pennsylvania | 2 | | 1 | | 1 | | 112 | 33 | 145 | 54 | 135 | 13 | 2,994 |
| Puerto Rico | 1 | | 1 | | | | 23.7 | 4 | 27.7 | | 191 | 2 | 377 |
| Rhode Island | 2 | 1 | | | 1 | | 37 | 16 | 53 | 14 | | 5 | 480 |
| South Dakota | 1 | | 1 | | | | 14 | 16 | 30 | 7 | | 1 | 143 |
| Texas | 41 | 6 | 6 | 12 | 17 | | 1,548 | 891 | 2,439 | 1,484 | | 208 | 39,899 |
| Utah | 1 | | | | 1 | | 19 | 19 | 38 | 18 | | 3 | 580 |
| Virgin Islands | 1 | 1 | | | | | 7 | 5 | 12 | 10 | | 1 | 355 |
| Washington | 2 | | 1 | 1 | | | 41 | 12 | 53 | 27 | | 7 | 400 |
| Wisconsin | 1 | | | | 1 | | 21 | 18 | 39 | 6 | 20 | 3 | 336 |
| TOTALS | 211 | 46 | 35 | 61 | 68 | 1 | 5,356 | 3,422 | 8,778 | 4,544 | 578 | 730 | 128,767 |

TABLE 2

DEMOGRAPHIC TABULATION OF PROJECTS
BY NON-ENGLISH LANGUAGE TAUGHT
(Instructional Classroom Projects)

| LANGUAGES--CULTURES | NUMBER OF PROJECTS ELEM. (PreK-6) | SEC. (7-12) | OTHER (see Table 3) | NUMBER OF SCHOOLS | NUMBER OF STUDENTS |
|---|---|---|---|---|---|
| Cantonese (Chinese) | 1 | | | 3 | 300 |
| Chamorro | 1 | | | 5 | 424 |
| Cherokee* | 1 | | | 4 | 582 |
| Cheyenne* | 1 | | | 2 | 120 |
| Chinese | 1 | | | 1 | 392 |
| Chinese/Spanish | 2 | | 1 | 22 | 3,025 |
| Choctaw* | 1 | | | 4 | 901 |
| Cree (Chippewa)* | 1 | | | 1 | 172 |
| Crow* | 1 | | | 1 | 175 |
| Eelaponkee (Miccosukee)* | 1 | | | 1 | 50 |
| French (French, Acadian, Creole) | 6 | | | 23 | 2,628 |
| French/Spanish | 3 | 1 | | 20 | 1,473 |
| Keresan (Acoma)* | 1 | | | 1 | 96 |
| Keresan/Spanish (Acoma, Mexican American) | 1 | | | 5 | 556 |
| Lakota (Sioux)* | 1 | | | 1 | 143 |
| Navajo* | 3 | 1 | 1 | 8 | 1,647 |
| Navajo/Zuni* | 1 | | | 4 | 150 |
| Palauan/Ponapean | 1 | | | 2 | 105 |
| Passamaquoddy (Algonquin)* | 1 | | | 1 | 71 |
| Pomo/Spanish (Mexican American)* | 1 | | | 3 | 153 |
| Portuguese | 3 | | | 8 | 785 |
| Portuguese/Spanish | 2 | | 1 | 14 | 1,030 |
| Russian/Spanish | 1 | | | 2 | 340 |
| Seminole* | 1 | | | 6 | 315 |
| Spanish (Mexican American) | 94 | 8 | 17 | 208 | 87,217 |
| Spanish (Puerto Rican) | 19 | 4 | 4 | 87 | 15,194 |
| Spanish (Multicultural-Mixed)** | 16 | 2 | 2 | 278 | 9,531 |
| Ute/Navajo/Spanish | | | 1 | 5 | 470 |
| Yakima/Spanish* | 1 | | | 4 | 286 |
| Yup'ik (Eskimo) | 1 | | | 6 | 436 |
| TOTALS | 168 | 16 | 27 | 728 | 128,767 |

*American Indian Tribes

**Mexican American, Puerto Rican, Cuban, South American, Guatemalan, Dominican, Haitian

°Only Classroom projects included

TABLE 3
NUMBER OF STUDENTS BY GRADE AND
NON-ENGLISH LANGUAGE

| GRADE LEVELS TAUGHT | NON-ENGLISH LANGUAGES TAUGHT | | | | | | |
|---|---|---|---|---|---|---|---|
| | Cantonese | Chamorro | Cherokee | Cheyenne | Chinese | Chinese, Spanish | Choctaw |
| PreK | | | | | | | |
| PreK-K | | | | | | | |
| PreK-1 | | | | | | | |
| PreK-2 | | | | | | | |
| PreK-3 | | | | | | 225 | |
| PreK-3/5-8 | | | | | | | |
| PreK-4 | | | | | | | |
| PreK-5 | | | | | | | |
| PreK-6 | | | | | 392 | | |
| PreK-12 | | | | | | 2,470 | |
| K-1 | | | | 120 | | | |
| K-1/6-7 | | | | | | | |
| K-2 | | | | | | 330 | |
| K-3 | | 424 | | | | | |
| K-4 | | | | | | | 901 |
| K-4/7-10 | | | | | | | |
| K-4/SpEd. | | | | | | | |
| K-5 | | | 582 | | | | |
| K-5/7-12 | | | | | | | |
| K-5/SpEd | | | | | | | |
| K-6 | | | | | | | |
| K-7 | | | | | | | |
| K-8 | | | | | | | |
| K-10 | | | | | | | |
| K-12 | | | | | | | |
| 1-2 | | | | | | | |
| 1-3 | | | | | | | |
| 1-4 | | | | | | | |
| 1-5 | 300 | | | | | | |
| 1-6 | | | | | | | |
| 2 | | | | | | | |
| 2-6 | | | | | | | |
| 3-6 | | | | | | | |
| 3-7 | | | | | | | |
| 3-8 | | | | | | | |
| 4-6 | | | | | | | |
| 4-7 | | | | | | | |
| 5-6 | | | | | | | |
| 6-8 | | | | | | | |
| 7-8 | | | | | | | |
| 7-9 | | | | | | | |
| 7-11 | | | | | | | |
| 7-12 | | | | | | | |
| 9 | | | | | | | |
| 9-10 | | | | | | | |
| 9-12 | | | | | | | |

TABLE 1 (CONTINUED)

| Cree | Crow | Eelaponke | French | French, Spanish | Keresan | Keresan, Spanish | Lakota (Sioux) |
|---|---|---|---|---|---|---|---|
| | | | | 148 | | | |
| | | | | | 96 | | |
| | | | 148 | | | | |
| 172 | | | 553 | 615 | | | 143 |
| | 175 | | 1707 | 360 | | | |
| | | 50 | 220 | | | | |
| | | | | | | 556 | |
| | | | | 350 | | | |

TABLE 3 (CONTINUED)

| GRADE LEVELS TAUGHT | NON-ENGLISH LANGUAGES TAUGHT | | | | | |
|---|---|---|---|---|---|---|
| | Navajo | Navajo, Zuni | Palauan, Ponapean | Passama-quoddy | Pomo, Spanish | Portuguese |
| PreK | | | | | | |
| PreK-K | | | | | | |
| PreK-1 | | | | | | |
| PreK-2 | | | | | | |
| PreK-3 | | | | | | |
| PreK-3/5-8 | | | | | | |
| PreK-4 | | | | | | |
| PreK-5 | | | | | | |
| PreK-6 | | | | 71 | | |
| PreK-12 | 450 | | | | | |
| K-1 | | | | | | |
| K-1/6-7 | | | | | | |
| K-2 | | | | | | |
| K-3 | 184 | | | | 153 | |
| K-4 | | | | | | 200 |
| K-4/7-10 | | | | | | |
| K-4/SpEd | | | | | | |
| K-5 | | | | | | |
| K-5/7-12 | | | | | | |
| K-5/SpEd | | | | | | |
| K-6 | 351 | | | | | |
| K-7 | | | | | | |
| K-8 | | | | | | |
| K-10 | | | | | | |
| K-12 | | | | | | |
| 1-2 | | | 105 | | | |
| 1-3 | | | | | | |
| 1-4 | | | | | | |
| 1-5 | 580 | | | | | |
| 1-6 | | | | | | 300 |
| 2 | | 150 | | | | |
| 2-6 | | | | | | |
| 3-6 | | | | | | |
| 3-7 | | | | | | |
| 3-8 | | | | | | |
| 4-6 | | | | | | |
| 4-7 | | | | | | |
| 5-6 | | | | | | 285 |
| 6-8 | | | | | | |
| 7-8 | | | | | | |
| 7-9 | 82 | | | | | |
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| 7-12 | | | | | | |
| 9 | | | | | | |
| 9-10 | | | | | | |
| 9-12 | | | | | | |

TABLE 3 (CONTINUED)

| Portuguese, Spanish | Russian, Spanish | Seminole | Spanish | Ute, Navajo, Spanish | Yakima, Spanish | Yup'ik |
|---|---|---|---|---|---|---|
| | | | 142 | | | |
| | | | 489 | | | |
| | | | 355 | | | |
| | | | 243 | | | |
| | | | 2,284 | | | |
| | | | 1,308 | | | |
| | | | 855 | | | |
| | | | 5,823 | | | |
| | | | 2,781 | | | |
| | | | 3,755 | | | |
| | | | 274 | | | |
| | | | 974 | | | |
| | | | 7,119 | | | |
| 450 | | 315 | 6,937 | | 286 | |
| | | | 24,535 | | | |
| | | | 685 | | | |
| | | | 281 | | | |
| | | | 13,192 | | | |
| | | | 336 | | | |
| | | | 613 | | | |
| | | | 10,845 | | | |
| | | | 3,731 | | | |
| | | | 6,840 | 470 | | |
| | | | 820 | | | |
| 400 | | | 1,860 | | | |
| | | | 184 | | | |
| | | | 410 | | | 436 |
| | 340 | | 1,870 | | | |
| | | | 5,003 | | | |
| | | | 672 | | | |
| | | | | | | |
| | | | 64 | | | |
| | | | 1,523 | | | |
| | | | 278 | | | |
| | | | 54 | | | |
| | | | 70 | | | |
| | | | 793 | | | |
| 180 | | | | | | |
| | | | 110 | | | |
| | | | 160 | | | |
| | | | 377 | | | |
| | | | 250 | | | |
| | | | 650 | | | |
| | | | 85 | | | |
| | | | 690 | | | |
| | | | 1,622 | | | |

TABLE 4

ADULT INSTRUCTION IN TITLE VII ESEA PROJECTS*

| LOCATION | LANGUAGES USED FOR INSTRUCTION |
|---|---|
| Chinle, Arizona | Navajo |
| Fountain Valley, California | Spanish |
| Fullerton, California | Spanish |
| King City, California | Spanish |
| Denver, Colorado | Spanish |
| Hartford, Connecticut | Spanish |
| Chelsea, Massachusetts | Spanish |
| Springfield, Massachusetts | French |
| Greenville, New Hampshire | Spanish |
| New Brunswick, New Jersey | Spanish |
| Union City, New Jersey | Spanish |
| Clovis, New Mexico | Spanish |
| New York, N.Y., District #6 | Spanish |
| New York, N.Y., District #7 | French, Spanish |
| Brooklyn, N.Y., District #7 | Spanish |
| Haverstraw, New York | Spanish |
| Tahlequah, Oklahoma | Spanish |
| Austin, Texas (Classroom Program) | |

Note: For more information see project descriptions.

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